DOCUMENT RESUME

ED 277 792 UD 025 275

TITLE The Comprehensive Dropout Prevention Plan.
INSTITUTION Broward County School Board, Fort Lauderdale, Fla.
PUB DATE Dec 86
NOTE 334p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS *Community Involvement; *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; Nontraditional Education; Parent Participation; Potential Dropouts; *School Holding Power; Vocational Education; Withdrawal (Education)
IDENTIFIERS Broward County Public Schools FL

ABSTRACT

The Comprehensive Dropout Prevention Plan utilizes the resources of Broward County public schools and the community for dropout prevention. A matrix of dropout prevention options has been assembled from both existing programs and from new program designs. General components of the plan include the following: (1) dropout retrieval activities; (2) parent, community, and business involvement; (3) coordination of the program with other agencies; (4) early identification of potential dropouts; (5) instruction in employability skills and career awareness activities; (6) assignment of a dropout prevention coordinator; and (7) staff development and training. Individual programs that are described include the dropout retrieval programs, educational alternative programs, teenage parenting programs, substance abuse programs, disciplinary programs, and youth services programs. An appendix providing brief descriptions of 29 existing available programs is included. The plan is defined as a system-wide responsibility for providing an immediate and local strategy for addressing educational problems. Its goal is also to improve student skills and level of preparation on graduation. The recommendations of various subcommittees of the Broward County Dropout Prevention Task Force for several programs are included. (PS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The Comprehensive Dropout Prevention Plan

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED277792

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Mark A Thomas
the School Board of Broward County, FL
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD025275

Broward County Public Schools

BEST COPY AVAILABLE

Neil Sterling, Chairperson
Lori Nance Parrish, Vice Chairperson
Jan R. Cummings
Robert D. Parks
Donald J. Samuels
Eileen Schwartz
Toni J. Siskin

William J. Leary, Ed.D.
Superintendent of Schools

TABLE OF CONTENTS

	Page
I. INTRODUCTION	
Broward County Schools' Dropout Prevention Philosophy	1
Overview of the Comprehensive Plan	2
II. GENERAL COMPONENTS	
Dropout Retrieval Activities	5
Parent, Community, and Business Involvement	6
Coordination of Programs with Other Agencies	9
Early Identification of Potential Dropouts	12
Instruction in Employability Skills and Career Awareness Activities	14
Assignment of a Dropout Prevention Coordinator	16
Staff Development and Training	16
Additional Concepts	18
III. INDIVIDUAL PROGRAM DESCRIPTIONS	
DROPOUT RETRIEVAL PROGRAMS	
Adult Education and Vocational Education Retrieval Component	19
South Area Alternative School Dropout Retrieval Process	20
Hallandale Teen Parent Program Retrieval Process	22
EDUCATIONAL ALTERNATIVE PROGRAMS	
Elementary - Part-Time, School-Based	24
Elementary - Full-Time, School-Based	31
Middle - Part-Time, School-Based	38
Middle - Full-Time, School-Based	45
High - Part-Time, School-Based	52
High - Full-Time, School-Based	59
Program for the Potential Dropout through Vocational Education	66
Dropout Prevention Program - Hallandale Adult Community Center	72
Periodic Tutorial/Counseling Program	79
Outdoor Learning Experiences (OLE)	86
TEENAGE PARENT PROGRAMS	
Teenage Parent, Middle School	91
Teenage Parent, High School	96
Teenage Parent, Cyesis - Seagull School	101
Cyesis - Hallandale, Teen Parent Program	107
SUBSTANCE ABUSE PROGRAMS	
Overview of Drug Education, Prevention and Counseling Services in the Broward County School System	115
Treatment Center Educational Programs	120
The Starting Place	124
DISCIPLINARY PROGRAMS	
Elementary - Full-Time, School-Based	131
Middle - Full-Time, School-Based	137
High - Part-Time, School-Based	144
High - Full-Time, School-Based	151

DISCIPLINARY PROGRAMS, continued

In-School Suspension
Elementary, Middle, High 158
North Point School 168
The Central Area Alternative Program at New River Middle 175
The Central Area Alternative Program at Boyd Anderson High School 186
South Area Alternative School 200
Telecommunications - Alternative to Expulsion 214

YOUTH SERVICES PROGRAMS

Broward Control Treatment Center (B.C.T.C.) 219
Broward Halfway House 223
Broward Sheriff's Office - Juvenile Detention 227
Cottage "A" Dependent Care 231
District 10 - Regional Juvenile Detention Center 235
Florida Ocean Sciences Institute (F.O.S.I) 239
Fort Lauderdale Try Center 243

IV. APPENDIX

Existing Broward County Programs which Are Applicable to the Service of "At-Risk" Students

Early Intervention Programs 247
Head Start Child Development Program 248
Migrant Education - Prevention Program 249
Achievement through Instruction and Motivation (A.I.M.) Program 250
Chapter I Programs 251
Compensatory Education 252
Exceptional Student Education 253
Hospital/Homebound Instructional Services 254
Magnet School Programs 255
Cooperative Education Programs 256
Volunteer Programs 257
Adopt-a-Student Program 258
Project H.E.L.P. (Healthy Experiences Leading to Prevention) 259
Model School Adjustment Program (M.S.A.P.) 260
Peer Counseling Program 261
Family Counseling Centers 262
Substance Abuse Counselor 263
School Resource Officer Program 264
Parent Education Program 265
Me-ology 266
Extracurricular Activities (S.A.D.D.) 267
Skills for Adolescence Program 268
Teachers as Advisors Program (T.A.P.) 269
Extra Hours for Counselors 270
Homework Hotline 271
School-Based Homework Assistance Program 272
Partners in Excellence 273
Tele-Robot System 274
Flagged Schools 275

Recommendations - Broward County Dropout Prevention Task Force, October, 1986 276

I. INTRODUCTION

I. INTRODUCTION

A. BROWARD COUNTY SCHOOLS DROPOUT PREVENTION PHILOSOPHY

WE BELIEVE

* That the entire Broward County community of parents, community services, businesses, universities, and the school system must actively support and commit resources to the development and delivery of dropout prevention measures.

* That dropout prevention measures must address the individual needs of all our students.

* That dropout prevention measures must value the unique and the individual in each student.

* That students be provided with the quality attention and counsel of committed, caring teachers, administrators, and school staff.

* That appropriate placement of handpicked staff to work in the dropout prevention programs will be achieved through a cooperative effort of school system administrative staff and the teacher union representative.

* That the Broward County schools must create educational opportunities in which all students meet with realistic and frequent success throughout the years of their education.

* That the early identification of educational problems be addressed with effective and consistent intervention measures.

* That students be provided the support and educational options to pursue academic and/or vocational courses of study for post-graduate preparation.

B. OVERVIEW OF THE COMPREHENSIVE PLAN

The Comprehensive Dropout Prevention Plan provides a general description of the plan which utilizes the resources of the school system and Broward County community for dropout prevention.

Dropout prevention in Broward County involves the cooperative efforts of the entire Broward community. Existing cooperation among parent groups, community services, the business community, the universities, and the Broward County schools is being fostered and is expected to grow stronger as the planning efforts continue.

Within the Broward County School System the implementation of dropout prevention is being defined as a system-wide responsibility. Each school within the system will be required to prepare a Dropout Prevention Plan which will describe specific dropout prevention strategies within that school. These plans will address the needs of the student population in each school and will also address cooperation with community services, businesses, and parents. the individual school dropout plans will be reviewed and approved by the superintendent or his designee. The superintendent will present a mid-year program review to the School Board. An outcome of this planning process will be a look at strengths in dealing with at-risk students and a determination of strategies for improving weaknesses.

A matrix of dropout prevention program options has been assembled from both existing programs and from new program designs. These options provide a range of student involvement from part-time to full-time programming at the school base. In addition, it provides for full-time placement at alternative centers and provides for educational programs in non-profit substance abuse and youth services programs.

The strength of this design lies in the part-time or full-time options available to each regular school. These options, in conjunction with emphasis on early identification, provide an immediate and local strategy for addressing educational problems which students might be experiencing.

It is known that dropout prevention efforts, to be truly successful in affecting change for at-risk students, very often require the direct services of a counselor or social worker. These services are important in helping families deal with social or family problems contributing to a student's at-risk status. It is at this point that community agencies and the school system must cooperate to provide services such as individual counseling, social services, and family counseling. A broad range of community services will be provided.

The outcomes of the educational process must be addressed in terms of student skills and level of preparation upon graduation. To this end, a renewed awareness and commitment to career awareness, exploration, and preparation in our educational program must be addressed. Creative and functional cooperative planning with the business community is producing positive options for the potential dropout.

The needs of at-risk students have been of concern to school and community personnel for many years as evidenced by the large number of programs available to at-risk students in the school system and community (a sampling of these programs has been listed with a brief description of each in the Appendix section of the Comprehensive Plan). It is found that significant persons such as parents, teachers, and administrators are often not aware of these options both in the community and within the school system itself and have not been accessing them when necessary. There exists a need for a comprehensive effort to improve the dissemination of information regarding resources for both parents and school system staff. A strong training component is to be developed to this end. In addition, an effort to address the knowledge a parent needs to successfully address the social services and educational services available to their children is to be addressed through a strong parent education initiative.

The Broward County School Board has made a major commitment to improve the delivery in the educational programs in "flagged schools." Flagged

schools are those schools flagged by the State for student deficiencies in basic skills. A Performance Improvement Coordinator and an advisory committee have been put in place to address the needs of the flagged schools.

Following is the format of the remaining portion of the Comprehensive Dropout Prevention Plan starting with

II. General Components

- A. Dropout Retrieval Activities
- B. Description of Involvement of Parents, Community, and Businesses
- C. Description of Activities for Coordination of Programs with Other Agencies
- D. Procedures and Criteria for the Early Identification of Potential Dropouts
- E. Instruction in Employability Skills and Career Awareness Activities
- F. Assignment of a Dropout Prevention Coordinator
- G. Staff Development and Training

III. Individual Program Descriptions

- A. Dropout Retrieval Programs
- B. Educational Alternative Programs
- C. Teenage Parent Programs
- D. Substance Abuse Programs
- E. Disciplinary Programs
- F. Youth Services

IV. Appendix

- A. Brief descriptions of programs and services presently existing in the Broward County School System which are in part being utilized to provide help for at-risk students.
- B. The recommendations of the Broward County Dropout Prevention Task Force.

II. GENERAL COMPONENTS

A. Dropout Retrieval Activities

Broward County's efforts to identify and retrieve dropouts back into an educational program will include administration of a standardized exit interview with dropouts. The interview is conducted at the school with students who express the intent to dropout. The student is referred by the administrator to a school counselor who reviews with the student immediate needs and educational options. At this point students are encouraged to consider General Educational Development (GED) and adult education alternatives. Cumulative data from exit interviews throughout the district are also being used to identify strategies/programs which may help keep students from dropping out and/or may help direct retrieval efforts.

It is being planned that once a student leaves school, his/her name will be added to a Dropout List, a data source to be utilized by school social workers and counselors at adult centers throughout the district. The role of the school social worker is to establish contact with the student and to provide information about available educational alternatives. The role of counselors at the adult centers is to make periodic contacts with students who have left school in an effort to generate interest in an adult high school program or in a program leading to a General Educational Development (GED) diploma.

In addition to the above process, there are currently a number of retrieval activities attached to educational programs presently serving dropouts (see Section II Dropout Retrieval Programs). Also several community agencies are providing services to dropouts, e.g., Broward Employment and Training Administration, Family and Child Development Services, and the Urban League. Agencies such as these provide counseling, jobs, and job skill training designed to provide opportunities for these young people.

They also assist in the recruitment of these same youngsters back into educational programs, particularly into adult education and GED programs, both for remedial education and a high school diploma. Improved linkage with agencies such as these will be a thrust of the district dropout program over the next several years. Interagency follow-up on individual students, communication regarding interagency programs and resources to which dropouts may be referred, and cooperative planning are areas which will be pursued.

B. Parent, Community, and Business Involvement

(1) Community Involvement in Planning

Dropout Prevention emerged as a major system goal during the development of The Broward Compact, the school district's new five-year plan, developed during the 1984-85 school year. The goal states, "To reduce the districtwide dropout rate by an average of 5% per year beginning August, 1987, and ending June, 1991."

The Broward Compact, a planning document, was developed by a broad-based group of community, business, university, parent, student, and school system representatives who worked cooperatively for nearly eight months on its development. Following adoption of the Compact, the superintendent early in the 1986-87 convened the first operational planning conference for the district to establish annual objectives and action plans related to Compact goals. Dropout Prevention was one of the featured planning components of this conference.

Subsequent to this conference, the School Board established the Office of Dropout Prevention/Alternative Education and assigned the Coordinator I for this office to proceed with the task of developing the Comprehensive Dropout Prevention Plan. The Coordinator of the Dropout Prevention Office convened the Dropout Prevention Task Force, a broad-based, seventy-member group of parents, students, university, community,

business, and school system representatives to generate recommendations in each of the six program areas required by The Dropout Prevention Act (the recommendations of this task force are found in this plan in the Appendix section).

(2) Community Involvement in Dropout Prevention Activities

Programs and services exist within the Broward community to support and extend dropout prevention efforts. One important program is Partners in Excellence, an adopt-a-school program jointly sponsored by the School Board, Junior League of Fort Lauderdale, and the Greater Fort Lauderdale Chamber of Commerce. This year, with 110 schools adopted by 58 businesses, a goal has been set to involve each partnership in the dropout prevention effort. Therefore, each partnership is being encouraged to identify at least one dropout prevention activity during the year.

Numerous other programs exist which use volunteers in our schools to work with at-risk students. Tutoring and mentoring programs give students an opportunity for a one-on-one relationship with an adult for academic skill development and development of interests and talents. The Senior Mentor program, which pairs senior citizens with students, has a great potential for utilizing this vast resource of our community in tackling the dropout problem. Another volunteer dropout prevention effort by the Junior League has been to train elementary teachers in a nationally recognized program called Me-ology, designed to teach young children about drug awareness, develop self-concept and enhance their ability to deal with peer pressure.

The resources of our business community are being tapped through programs in addition to Partners in Excellence. For example, in conjunction with a pilot dropout prevention program at the district's area

vocational centers, a proposed cooperative effort between the school system and business will take a number of these at-risk students into a program called Junior Ambassadors. This program will provide on-the-job training in conjunction with vocational skill development.

Business involvement in providing job opportunities, through programs such as Work Experience and the Job Training Partnership Act, is long-standing and will continue to be an important part of efforts to keep middle and high school students in school.

Community agencies are actively involved in many activities which support dropout prevention efforts, including counseling of at-risk students through Family and Child Development Services, providing community service work opportunities for students in alternative centers, and job/career counseling through organizations such as the Urban League and the Broward Employment and Training Administration.

(3) Involvement of Parents of At-Risk Students

It is recognized that a Comprehensive Dropout Prevention Plan must address the parents of at-risk students. The district has already established several opportunities for involvement of these parents in educational programs and family counseling. Parenting education programs are offered throughout Broward County and are provided at no cost through a grant to the school system by the Department of Health and Rehabilitative Services. Parent training programs such as "Helping Parents Cope," "Parent Effectiveness Training," and "Sequential Training for Effective Parenting" are offered in community schools at no cost. Other tailored programs for parents of extremely high-risk populations, such as exceptional students and alternative education students, are offered in schools and centers. Single parenting and dealing with substance abuse are among other topics which are addressed through parenting training. As a main thrust of the district's Comprehensive

Dropout Prevention Program, opportunities for parent training will be further developed and strengthened. In keeping with our goal for early identification and prevention, a focus of training will be at the elementary level.

Counseling services are another critical component in the involvement of parents of at-risk students. Currently, three family counseling centers are established within the School System to involve families of at-risk students in short-term counseling and referral to community agencies for additional help. At the high school level, guidance counselors are paid to work additional hours after school and evenings to give parents of at-risk students an opportunity to access counseling help. At the middle school level, a pilot model school adjustment program has a social worker on staff to work directly with the parents of students at risk.

Continued support and enhancement of counseling services to families are priorities within our Dropout Prevention Plan. Better utilization and access to community-based counseling services will be critical since many family problems are serious enough to warrant long-term help. Multi-agency coordination will be a key factor in insuring that these services are available and accessible to students and families at risk.

School advisory groups are required at each school in the system. the purpose of this group of parents, community representatives, business representatives, and faculty is to advise the principal as to the needs and conserns of the students in the school. Direct advocacy for student needs is addressed in this process with a community perspective.

C. Coordination of Programs with Other Agencies

The School system has a grant from the State Department of Education for Multi-Agency coordination. This grant has been subcontracted to the Community Service Council, the local agency with the responsibil-

ity for central planning and coordination of human services. Much of the responsibility for insuring interagency coordination of programs and services to at-risk students falls within the purview of this project.

A Multi-Agency Coordinating Council has been established in a round-table format to bring community agencies, parents, and school personnel together on a monthly basis for the following purposes:

(a) to improve communication/dialogue regarding student needs.

(b) to clarify policies or procedures regarding services available to students and their families.

(c) to identify gaps and duplication in the delivery of services to students.

In addition to using this forum for improvement of interagency coordination, the Multi-Agency Coordination project is in the process of creating an automated student tracking system to focus on at-risk students and the early identification of those students. The tracking system has initially focused on Psychological Services and School Social Work and Attendance Services. Delivery of services in these areas can now be tracked for at-risk students. These two systems will next be linked with a school-based guidance tracking system and dropout prevention tracking system to create an over-all tracking system for student services within the school system. Eventually, this system may be linked to an interagency automated tracking system, a long term goal which will greatly enhance coordination of services.

Another activity of the project has been development of a Directory of Community Services for Students. The directory puts information regarding community resources that are available to help "at-risk" students directly into student hands for their use and use by their

parents. A companion directory is being planned that will provide information to parents as to effective ways to access the various services and personnel of the school system.

A day-long Resource Fair is also sponsored annually through the project. The fair provides information, workshops, and displays of community and school system services. Held in the spring of the year, last year's fair had 107 exhibits, 38 workshops, and was attended by over 800 School System and community people. Plans for this year are already underway. The fair has proven to be an effective means of raising the level of awareness in teachers, administrators, parents, and agency personnel as to the scope of services available within the school system and in the community.

This type of awareness activity is furthered through seminars and workshops which are also being developed and implemented as part of the project. To date, four seminars for principals and interns have been offered to clarify the policies and procedures regarding child abuse and the interrelationships with HRS, the school system, and the judicial system. Also in conjunction with the Alternative Education Summer Institute for Teachers, programs have been offered covering the various aspects of assisting teachers in accessing community services for students. Workshops and seminars such as these will continue to be offered and expanded as an integral part of the Dropout Prevention Plan.

Ongoing cooperation and coordination of programs and services is necessary for other direct services aspects of dropout prevention. Students housed in HRS facilities and/or contracted facilities are served educationally by the school system. Students in these programs are extremely high risk, and coordination of services, sharing of

information, and cooperative planning are essential. Through the Comprehensive Dropout Prevention legislation these programs will be further expanded. Specific components of these programs are described in Section III.

Coordination of direct services has also been developing through cooperative agreements with agencies, such as Early Childhood Development Association which is providing child care at our pilot Teen Mother Program, the Resource Officers Program which is placing officers in schools through a joint pilot project funded by the school system, sheriff's department, and county commission, as well as some individual municipalities; and special projects such as a tutoring program for "at-risk" students through the Fort Lauderdale Housing Authority.

In addition to all of these efforts, coordination with other agencies also requires a strong advocacy role on the part of the school system for children's needs. Through participation on agency boards, such as Community Services Council and Juvenile Services Board, school personnel provide ongoing input into the need for services to students at risk of dropping out of school. Advocacy at this level includes lobbying for allocation of fiscal resources toward cooperative dropout prevention efforts. Such advocacy efforts will continue as a part of the over-all Comprehensive Dropout Prevention Program.

D. Early Identification of Potential Dropouts

An ongoing study of dropouts from the Broward County School System began over a year ago in cooperation with our district Research Department. Longitudinal studies, augmented by studies of "at-risk" high school students, have helped the district generate statistical data on dropouts. These data have several important uses:

(1) to provide an accurate estimate of the district dropout rate which will serve as a baseline for monitoring future progress in dropout reduction.

(2) to establish a profile of the potential dropout, i.e., the student at-risk, in order to implement an early identification program.

(3) to identify students who fit the dropout profile but do not drop out so that follow-up studies can be conducted in an effort to isolate interventions/programs which helped keep these students in school.

Early identification is a primary goal. Therefore, significant effort has been made to establish a profile of potential dropouts through analyses of at-risk ninth grade students, along with extensive longitudinal research studies. The longitudinal studies have also generated an estimated dropout rate in Broward County of 22.4%.

Having validated, through research, a number of salient characteristics of the potential dropout, it is now possible to predict those who are at risk of dropping out. The next step is to identify by name and by school children at risk and begin a process of indepth case review and program planning. Starting, for example, with the fifth grade, the following steps will be taken:

(1) Identify in each elementary school the fifth grade students at risk.

(2) Follow up on each of these students with a case review using a child study team approach. This will involve a review and discussion of records and other information by a team that includes the guidance counselors, teacher(s), school psychologist, social worker, and other appropriate school staff.

(3) Develop through the case review process recommendations for educational alternative program placement and/or other interventions such as counseling, psychological testing, parent conferencing, etc.

(4) Use this same process to identify at-risk students at other grade levels for indepth review and program planning.

In addition to the foregoing efforts for early identification and intervention with preventative programs/strategies, follow-up studies on students still in school who were predicted to drop out will be conducted during the first year of implementation of the district's Comprehensive Dropout Prevention Program. The purpose of these studies will be to probe the reasons that these students have stayed in school while most students who are similar to them have dropped out. An attempt will be made to isolate school effects, i.e., interventions by the schools which were influential in keeping the students from dropping out. These then will be used as a basis of program planning for other at-risk students.

The district this year is implementing the new State Withdrawal Code System which should more accurately code reasons for withdrawal and better capture true dropouts. We are also using a standardized exit interview form in high schools for all students who make known to the school their intent to drop out. Results of these interviews will further help in understanding the reasons students drop out of school and assist in program planning.

E. Instruction in Employability Skills and Career Awareness Activities

The school system provides career awareness activities for all students in all grade levels. These activities are broad-based and involve community and business representatives visiting the schools or inviting teachers and their students to visit the business or community work place.

The elementary school programs involve activities designed by a career education coordinator for the traditional Career Day program. In addition to Career Day are classroom projects based on aspects of community life and the visits of persons with high interest careers. Very often, these activities involve parents of students who visit school to talk about their business, career, or responsibilities.

The middle school program involves the help of the career education coordinator who plans similar Career Day activities with a generally broader-based selection of speakers. Again, parents, community representatives, and local business persons contribute to the Career Days. Some of the schools plan regular monthly visits in social studies classes of community representatives who provide a more indepth discussion of their careers for these students. The prevocational teachers provide a vocational career awareness perspective for the students. A new addition to the career awareness effort at the middle school will come with the addition of an IBM PC XT computer which will accommodate career education software, such as CHOICES and MICRO-DISCOVER. Each middle school will have this capability by the end of this present school year.

The high school program involves the services of a career education coordinator who plans the Career Fair programs designed to show students vocational options (programs) available to them at their own high schools and at the vocational centers. This person also works with the vocational teachers in planning exploration projects throughout the school year. The occupational specialist is a professional counselor, supplemented to provide follow-up and counseling for vocational students. The occupational specialist's responsibilities also include counseling career guidance, and job placement for at-risk students.

High school students also are required to take one-half credit in each of the Performing Fine Arts and Practical Arts. This exposes them to a expanded variety of career information. Also added to the career education process this year will be the IBM PC XT computer for use with career education software which exposes students to career education information in which they have interest. This information can be tied into the outcomes of student interest assessment instruments. Student assessment data can then be entered into these programs, and the programs will feed processed data back to the student which reflect his interests, capabilities, and needs. This data when matched with counselor assistance will aid the students in decision-making and career planning.

The major focus of the career awareness efforts involving at-risk students will be to show the relationship between school work and career or work preparation. The employability skills concepts are emphasized in the Cooperative Vocational Education programs which are linked in delivery with Dropout Prevention programs in the schools and in the alternative centers. Employability skills and survival skills are also emphasized in basic curriculum classes being offered to students presently involved in alternative and Dropout Prevention programs.

F. Assignment of a Dropout Prevention Coordinator

The Broward County School Board has approved the new (September, 1986) job description for Coordinator I, Dropout Prevention/Alternative Education. Mark A. Thomas, currently serving as Acting Coordinator I for the Office of Dropout Prevention/Alternative Education, is responsible for fulfilling the duties and obligations of this position.

G. Staff Development and Training

A strong emphasis on staff development and training will accompany the planning and implementation of the components of the Comprehensive Dropout Prevention Plan. Training efforts will focus on information and on organizational change. The training component will be viewed as an

integral part of the organized process of system change which is essential to making Dropout Prevention efforts responsive to students needs in the Broward County School System. Staff development and training will be used as the catalyst of choice in affecting the implementation of Dropout Prevention measures.

All program components used in responding to the needs of at-risk students must be scrutinized and evaluated. Where it is found that improvement is required, staff training will be critical for the purpose of redefining and restructuring educational assumptions and approaches to serving the "at-risk" students.

The Human Resource Development Department which is made up of teacher inservice, the Management Academy, and noninstructional inservice will be utilized in developing new training components to help with Dropout Prevention. The Master Inservice Plan already has many programs available for school system staff which directly relate to improving skills which address serving "at-risk" students.

An initiative to plan a comprehensive training program for teachers will be addressed this school year. University instructors, Broward School System teachers/trainers and administrators will be invited to develop a description of skills needed by alternative teachers. This description will then be developed into a series of inservice programs. These programs are projected for delivery during the Summer Institute for Alternative Teachers and for all teachers during the fall of the 1987-88 school term. Additional inservice components will also be developed for the purpose of addressing the organizational changeover from the alternative education focus to the dropout prevention focus. Teachers and administrators will require updates on the programs and

services available for use by at-risk students and their families. The success of providing these services for a child may require just the awareness by a staff member that these programs exist and a working knowledge of how to access them.

In the case of new program development, it will become necessary for school system, community services staffs, and parents to be made aware of the new program options for students. This function will be aided by the existing Community Service Council Round Table organization. Parent education efforts at each school through the use of newsletters and Parent-Teacher Organization (PTO) meetings will also be utilized.

In summary, the staff development and training focus will be involved providing information about services and programs available for "at-risk" students, the training of crucial skills for use with at-risk students, and the use of "training" as a catalyst for affecting organizational change in the service of at-risk students.

H. Additional Concepts

Following are five additional ideas for providing services for "at-risk" students:

In an effort to reduce the number of overage students in middle and high school, a Middle School Skills Building Summer Program is being planned to increase the opportunity for "at-risk" students to be exposed to additional skill building instruction. This will provide programs for students scoring C's, D's, or F's in subjects such as language arts and mathematics.

Private counseling services for "at-risk" students are often expensive or not available for many urban and low income students. In an effort to offer these students and their families services, an effort will be undertaken to recruit the services of private volunteer counselors.

"At-risk" students will be afforded additional help in selecting high school programs and classes when provided with additional information regarding individual abilities and interests. In an effort to aid with the articulation process between eighth and ninth grades, a process for providing a work evaluation through I.M.T.S. with a counseling follow-up initiated for "at-risk" eighth graders and overaged students.

By expanding work experience programs to include employing students in our schools in clerical, custodial, and food service positions. we will provide additional positive experiences for selected "at-risk" students.

Finally, a realignment and/or rescheduling of guidance personnel to focus on the needs of the "at-risk" student will be explored as a method for providing counseling and guidance services for these students.

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DROPOUT RETRIEVAL PROGRAMS

PROGRAM TITLE: ADULT EDUCATION AND VOCATIONAL EDUCATION RETRIEVAL COMPONENT
(Explanation of Retrieval Process)

LEVELS: Ages 16-18

It must be noted in any description of retrieval efforts generated by the School System the success the Adult Education programs have experienced. Two programs which result in diplomas -- the Adult High School program and the General Educational Development (G.E.D.) -- have been attracting many school-age dropouts into day and evening programs. The attraction of these programs appears to be the competency-based curriculum which allows for an individualized program of instruction in which the student controls the pace of learning. The students appear to like the adult learning atmosphere which places responsibility on them for attendance and rate of progress.

Frequently student earning diplomas through the Adult Programs sign up for vocational training through the three Vocational-Technical Centers. A wide range of vocational training programs is available through these centers.

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DROPOUT RETRIEVAL PROGRAMS

PROGRAM TITLE: SOUTH AREA ALTERNATIVE SCHOOL DROPOUT RETRIEVAL PROCESS
(Explanation of Retrieval Process)

LEVELS: Grades 6-10

The South Area Alternative School (SAAS) has instituted a Dropout Retrieval process which involves school-age students who have exited the South Area Alternative School program and who have left school since exiting the program. This process involves SAAS staff initiating contact with an identified student and encouraging the student to reenter a traditional high school program. An extended counseling effort is afforded the student with the objective being encouragement and planning for the student. A plan of action is evolved for the student to follow to facilitate the reentry process. SAAS staff will then initiate the first contact with the principal of the target high school. After the student has made contact with the school and has reentered the school, the SAAS staff continues to provide maintenance counseling for the student and advocacy interventions if necessary.

(A) District/Agency Name: Broward

(B) Program Name: S.A.A.S. Dropout Retrieval Process

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Budget is reflected in the South Area				
		Alternative School budget description				
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas P. Lynch
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE — Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DROPOUT RETRIEVAL PROGRAMS

PROGRAM TITLE: HALLANDALE TEEN PARENT PROGRAM DROPOUT RETRIEVAL PROCESS
(Explanation of Retrieval Process)

LEVELS: Grades 6-10

The Hallandale Teen Parent Program which is described in this Comprehensive Plan in Section III under Teen Parent Programs Component Description Section has been very successful since its debut in January of the 1985-86 school year in attracting over 55 teen mothers. Those students had dropped out of school because of their pregnancy or because of the lack of child care.

The Hallandale Teen Parent Program provides child care and transportation for the teen mothers and their babies. Attendance of these ex-dropouts is excellent. The drawing card for this program has been the accommodating attitude of the staff and the child care facilities available for the babies, and the competency-based curriculum approach which provides for flexibility in the schedules of the teen parents and their babies.

(A) District/Agency Name: Broward

(B) Program Name: Hallandale Teen Parent Program--Retrieval

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Budget is reflected in the Hallandale				
		Teen Parent Program budget description				
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: PART-TIME EDUCATIONAL ALTERNATIVE PROGRAM

LEVEL: Elementary

1. GENERAL GOAL

The general goal of educational alternative dropout prevention programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

(1) By providing a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skill building, and responsibility for behavior, 50% of the students in this program will develop a more positive attitude toward themselves and school as measured by a self and school attitude survey.

(2) By the end of one full semester after entry into the program students will have improved their grades by one letter grade in at least one subject.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Lack of motivation

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

(b) Unsuccessful Students

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

Any elementary (grades K-5) student who was retained at the end of the previous school year or summer session.

Any elementary (K-5) student who qualifies for compensatory education or Chapter I programs based upon district eligibility criteria on the Iowa Test of Basic Skills (I.T.B.S.) or an equivalent achievement test who meets one or more of the preceding criteria for unsuccessful/disinterested behavior and whose needs can be better met through a part-time, 2 1/2-hour educational program than through a compensatory education program or Chapter I program.

(c) Potential School Dropout

Serious home and/or personal problems which impede learning as documented by a school official.

The student has been identified as a potential school dropout by Student Services personnel using district or state criteria.

3. STUDENT ADMISSIONS PROCEDURES

Request for services may be initiated by the student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet district student eligibility criteria as prescribed by Dropout Prevention Guidelines.

(b) If a request is initiated by the school, a staff member will contact student's parent or guardian to explain the program, its structure, and benefits for the child.

(c) Parent or guardian must request voluntary placement in the program.

(d) The child is placed in an appropriate program as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  A separate classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

  The program will be staffed by a certified teacher.

- General Description of Curriculum

  Curriculum will reflect Broward County standards of service for the elementary school level.

- Number of Classes per Day

  Students will receive a minimum of 2 1/2 hours of instruction per day.

- Projected Average Size of Classes

  There will be 15-18 students per class. Students from no more than three grade levels will be placed in any one class.

- Special Teaching Strategies or Approaches

  (1) Flexible scheduling which will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional times, and (e) peer counseling.

  (2) Individualized instruction

  (3) Interdisciplinary curriculum

  (4) Success oriented experiences

  (5) Emphasis on improvement of basic skills

  (6) Emphasis on hands-on, experiential learning, including vocational and career related activities

  (7) Critical thinking instruction

  (8) Decision-making skills

  (9) Study skills

- Grades and Number of Students to Be Served

  Students in Grades K-5 who meet eligibility criteria and who elect to participate in the program will be served.

- Student Services Provided

  The services of the primary specialist, guidance counselor, school social worker, and school psychologist will be provided as appropriate.

- List of Implementation Sites

  This program may be implemented at any Broward County elementary school. See attached list for program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   The program will be staffed by a certified teacher. The following characteristics should be considered in selecting staff: (1) Desire to work in the program, (2) Desire and ability to work with problem students, (3) Expertise in behavior management techniques.

6. STAFF DEVELOPMENT ACTIVITIES

   Staff development activities maybe delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

   Inservice courses shall include but not be limited to:

   - Behavior Management Techniques (classroom management)
   - Affective Education Strategies
   - Learning Styles
   - Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

   Objective No. 1 - Before-and-after design utilizing a school attitude survey administered upon entry and exit from the program.

   Objective No. 2 - Before-and-after design utilizing grades earned in targeted subjects after one complete semester in the program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Regular and continuous parent contact will be maintained through the use of telephone calls, written notices, and/or conferences initiated by the school staff.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be exposed to and included in the Career Awareness and Career Day activities provided for the students at the elementary school level. This will be an ongoing process through use of film strips and guest speakers from various career areas.

EDUCATIONAL ALTERNATIVE PROGRAMS
ELEMENTARY SCHOOL
PART-TIME
SITE LOCATIONS

Broadview
Cypress
Deerfield Beach
Deerfield Park
Maplewood
Markham

Boulevard Heights
Cooper City
Fairway
Flamingo

Bennett
Edgewood
Horizon
Lauderdale Manors
Meadowbrook
Mirror Lake
Nob Hill

Morrow
Oakland Park
Park Ridge
Pompano Beach
Sanders Park
Westchester

Hollywood Central
Orange Brook
Sunshine

Plantation Park
Riverland
Royal Palm
Sunland Park
Walker
Westwood Heights

(A) District/Agency Name: Broward

(B) Program Name: Educational Alternatives Elementary Part-Time

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(.5) Teachers	12,430			
	200	Benefits	3,232			
5100	510	Materials and Supplies	300			
		Unit Cost	15,912			
		(Serves 18 students)				
		80 (Units) x 15,912	1,272,960			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	1,272,960			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%
	(10) TOTAL FEDERAL FUNDS				
	(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

-30-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: FULL-TIME EDUCATIONAL ALTERNATIVE PROGRAM

LEVEL: Elementary

1. GENERAL GOAL

The general goal of educational alternative dropout prevention programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

(1) By providing a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skill building, and responsibility for behavior, 50% of the students in this program will develop a more positive attitude toward themselves and school as measured by a self and school attitude survey.

(2) By the end of one full semester after entry into the program, 50% of the students will have improved their grades by one letter grade in a minimum of two subjects.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Lack of motivation

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

(b) Unsuccessful Students

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

Any elementary (grades K-5) student who was retained at the end of the previous school year or summer session.

Any elementary (K-5) student who qualifies for compensatory education or Chapter I programs based upon district eligibility criteria on the Iowa Test of Basic Skills (I.T.B.S.) or an equivalent achievement test who meets one or more of the preceding criteria for unsuccessful/disinterested behavior and whose needs can be better met through a 5-hour self-contained alternative educational program than through a compensatory education program or Chapter I program.

(c) Potential School Dropout

Serious home and/or personal problems which impede learning as documented by a school official.

The student has been identified as a potential school dropout by Student Services personnel using district or state criteria.

3. STUDENT ADMISSIONS PROCEDURES

Request for services may be initiated by the student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet district student eligibility criteria as prescribed by Dropout Prevention Guidelines.

(b) If a request is initiated by the school, a staff member will contact student's parent or guardian to explain the program, its structure, and benefits for the child.

(c) Parent or guardian must request voluntary placement in the program.

(d) The child is placed in an appropriate program as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  A separate classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

  The program will be staffed by a certified teacher.

- General Description of Curriculum

  Curriculum will reflect Broward County standards of service for the elementary school level.

- Number of Classes per Day

  Student instruction will involve 5 hours of instruction per day in a self-contained setting.

- Projected Average Size of Classes

  There will be 15-18 students per class. Students from no more than three grade levels will be placed in any one class.

- Special Teaching Strategies or Approaches

  (1) Flexible scheduling which will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional times, and (e) peer counseling.

  (2) Individualized instruction

  (3) Interdisciplinary curriculum

  (4) Success oriented experiences

  (5) Emphasis on improvement of basic skills

  (6) Emphasis on hands-on, experiential learning, including vocational and career related activities

(7) Critical thinking instruction

(8) Decision-making skills

(9) Study Skills

- Grades and Number of Students to Be Served

  Students in Grades K-5 who meet eligibility criteria and who elect to participate in the program will be served.

- Student Services Provided

  The services of the primary specialist, guidance counselor, school social worker, and school psychologist will be provided as appropriate.

- List of Implementation Sites

  This program may be implemented at any Broward County elementary school. See attached list for program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   The program will be staffed by a certified teacher. The following characteristics should be considered in selecting staff: (1) Desire to work in the program, (2) Desire and ability to work with problem students, (3) Expertise in behavior management techniques.

6. STAFF DEVELOPMENT ACTIVITIES

   Staff development activities maybe delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

   Inservice courses shall include but not be limited to:

   - Behavior Management Techniques (classroom management)
   - Affective Education Strategies
   - Learning Styles
   - Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Before-and-after design utilizing a school attitude survey administered upon entry and exit from the program.

Objective No. 2 - Before-and-after design utilizing grades earned in targeted subjects after at least one semester of participation in the program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Regular and continuous parent contact will be maintained through the use of telephone calls, written notices, and/or conferences initiated by the school staff.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be exposed to and included in the Career Awareness and Career Day activities provided for the students at the elementary school level. This will be an ongoing process through use of film strips and guest speakers from various career areas.

EDUCATIONAL ALTERNATIVE PROGRAMS
ELEMENTARY SCHOOL
FULL-TIME
SITE LOCATIONS

Atlantic-West
Broadview
Coconut Creek
Cresthaven
Cypress
Deerfield Beach
Deerfield Park
Drew, Charles
Floranada
Forest Hills
Hunt, James
Lloyd Estates
McNab

Bethune, Mary
Collins
Dania
Driftwood
Eisenhower
Hallandale
Hollywood Hills
Hollywood Park
Lake Forest

Broward Estates
Castle Hill
Croissant Park
Dillard
Edgewood
Foster, Stephen
Harbordale
Larkdale
Lauderdale Manors
Lauderhill, P. T.

Margate
Morrow
North Andrews
Norcrest
North Lauderdale
Palmview
Park Ridge
Pinewood
Pompano Beach
Ramblewood
Sanders Park
Tedder
Westchester

Miramar
Nova Blanche Forman
Oakridge
Oak Brook
Pasadena Lakes
Pembroke Lakes
Sheridan Hills
Sunshine
West Hollywood

Mirror Lake
North Fork
North Side
Oriole
Peters
Riverland
Tropical
Village
Wilton Manors

(A) District/Agency Name: Broward
(B) Program Name: Educational Alternative Elementary Full-Time
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		(Serves 18 students)				
		124 (Units) x 31,822	3,945,928			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	3,945,928				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%	
	(10) TOTAL FEDERAL FUNDS					
	(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct _____
Finance Officer or Authorized Representative

Date 11, 7, 86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: PART-TIME EDUCATIONAL ALTERNATIVE PROGRAM

LEVEL Middle

1. GENERAL GOAL

The general goal of educational alternative dropout prevention programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

1. By providing a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skill building, and responsibility for behavior, 50% of the students in this program will develop a more positive attitude toward themselves and school as measured by a self and school attitude survey.
2. By the end of one full semester after entry into the program, 50% of the students will have improved their grades by one letter grade in at least one subject.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Lack of motivation

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

(b) Unsuccessful Students

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

Any middle school student who was retained at the end of the previous school year or summer session.

Any sixth, seventh, or eighth grade student who qualifies for compensatory education or Chapter I programs based upon district eligibility criteria on the Iowa Test of Basic Skills (I.T.B.S.) or other equivalent achievement test who meets one or more of the preceding criteria for unsuccessful/disinterested behavior and whose needs can be better met through a part-time, three-period alternative educational program than through a compensatory education program or Chapter I program.

(c) Potential School Dropout

Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official.

The student has been identified as a potential school dropout by Student Services personnel using district or state criteria.

The student has expressed intent to drop out.

3. STUDENT ADMISSIONS PROCEDURES

Request for services may be initiated by the student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet district student eligibility criteria as prescribed by Dropout Prevention Guidelines.

(b) If a request is initiated by the school, a staff member will contact student's parent or guardian to explain the program, its structure, and benefits for the child.

(c) Parent or guardian must request voluntary placement in the program.

(d) The child is placed in an appropriate program as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  Any classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids to include all supplies and materials available to the school population.

- Staff Organization

  The program will be staffed by certified teachers.

- General Description of Curriculum

  Curriculum will reflect Broward County standards of service for the middle school level.

- Number of Classes per Day

  Student instruction will involve three class periods per day.

- Projected Average Size of Classes

  There will be 15-18 students per class.

- Special Teaching Strategies or Approaches

  (1) Flexible scheduling which will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional times, and (e) peer counseling.

  (2) Individualized instruction

  (3) Interdisciplinary curriculum

  (4) Success oriented experiences

  (5) Emphasis on improvement of basic skills

  (6) Emphasis on hands-on, experiential learning, including vocational and career related activities

  (7) Critical thinking instruction

  (8) Decision-making skills

  (9) Study skills

- Grades and Number of Students to Be Served

  Students in Grades 6-8 who meet eligibility criteria and who elect to participate in the program will be served.

- Student Services Provided

  The services of guidance counselors, school social worker, and school psychologist will be available to students in the program.

- List of Implementation Sites

  This program may be implemented at any Broward County middle school. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The program will be staffed by certified teachers. The following characteristics should be considered in selecting staff: (1) Desire to work in the program, (2) Desire and ability to work with problem students, (3) Expertise in behavior management techniques.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses to be offered shall include but not be limited to:

- Behavior Management Techniques (classroom management)
- Affective Education Strategies
- Individualization Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Comparison of the pretest and posttest results of the school attitude survey administered upon entry to and before exit from the program.

Objective No. 2 - Before-and-after design comparing participants' grades earned prior to program entry and after a minimum of one semester in the program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Regular and continuous parent contact will be maintained through the use of telephone calls, written notices, and/or conferences initiated by the school staff.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Student Services personnel working with the teachers will provide activities in employability skills and career awareness to students participating in the program.

EDUCATIONAL ALTERNATIVE PROGRAMS
MIDDLE SCHOOL
PART-TIME
SITE LOCATIONS

Coral Springs
Crystal Lakes
Margate
Pompano Beach
Ramblewood

Attucks
Driftwood
McNicol
Nova
Olsen
Perry
Pines
Pioneer

Bair
Everglades
Lauderhill
New River
Parkway
Plantation
Rogers
Sunrise

(A) District/Agency Name: Broward

(B) Program Name: Educational Alternatives Middle School Part-Time

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(.55) Teacher	13,672			
	200	Benefits	3,555			
5100	510	Materials and Supplies	300			
		Unit Cost	17,527			
		(Serves 18 students)				
		84 (Units) x 17,527	1,472,268			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	1,472,268				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%	
	(10) TOTAL FEDERAL FUNDS					
	(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

55

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date: 11/7/86

DOE USE

Audited by: _____
Date: / /

56

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: FULL-TIME EDUCATIONAL ALTERNATIVE PROGRAM

LEVEL: Middle

1. GENERAL GOAL

The general goal of educational alternative dropout prevention programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

(1) By providing a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skill building, and responsibility for behavior, 50% of the students in this program will develop a more positive attitude toward themselves and school as measured by a self and school attitude survey.

(2) By the end of one full semester after entry into the program, 50% of the students will have improved their grades by one letter grade in at least two subjects.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Lack of motivation

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

(b) Unsuccessful Students

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

Any middle school student who was retained at the end of the previous school year or summer session.

Any middle school student who qualifies for compensatory education or Chapter I programs based upon district eligibility criteria on the Iowa Test of Basic Skills (I.T.B.S.) or other equivalent achievement test who meets one or more of the preceding criteria for unsuccessful/disinterested behavior and whose needs can be better met through a self-contained alternative educational program than through a compensatory education program or Chapter I program.

(c) Potential School Dropout

Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official.

The student has been identified as a potential school dropout by Student Services personnel using district or state criteria.

The student has expressed intent to drop out.

3. STUDENT ADMISSIONS PROCEDURES

Request for services may be initiated by the student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet district student eligibility criteria as prescribed by Dropout Prevention Guidelines.

(b) If a request is initiated by the school, a staff member will contact student's parent or guardian to explain the program, its structure, and benefits for the child.

(c) Parent or guardian must request voluntary placement in the program.

(d) The child is placed in an appropriate program as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  A separate classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids including all supplies and materials available to the student population.

- Staff Organization

  The program will be staffed by a certified teacher.

- General Description of Curriculum

  Curriculum will reflect Broward County standards of service for the middle school level.

- Number of Classes per Day

  Student instruction will involve five class periods per day in a self-contained setting.

- Projected Average Size of Classes

  There will be 15-18 students per class.

- Special Teaching Strategies or Approaches

  (1) Flexible scheduling which will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional times, and (e) peer counseling.

  (2) Individualized instruction

  (3) Interdisciplinary curriculum

  (4) Success oriented experiences

  (5) Emphasis on improvement of basic skills

  (6) Emphasis on hands-on, experiential learning, including vocational and career related activities

  (7) Critical thinking instruction

  (8) Decision-making skills

  (9) Study skills

- Grades and Number of Students to Be Served

  Students in Grades 6-8 who meet eligibility criteria and who elect to participate in the program will be served.

- Student Services Provided

  The services of the guidance counselor, school social worker, and school psychologist will be available to students in the program.

- List of Implementation Sites

  This program may be implemented at any Broward County middle school. See attached list for program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The program will be staffed by a certified teacher. The following characteristics should be considered in selecting staff: (1) Desire to work in the program, (2) Desire and ability to work with problem students, (3) Expertise in behavior management techniques.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include but not be limited to:

- Behavior Management Techniques (classroom management)
- Affective Education Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Comparison of the pretest and posttest results of the school attitute survey administered upon entry to and before exit from the program.

Objective No. 2 - Before-and-after design comparing participants' grades earned prior to program entry and after a minimum of one semester in the program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Regular and continuous parent contact will be maintained through the use of telephone calls, written notices, and/or conferences initiated by the school staff.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Student Services personnel working with the teacher will provide activities in employability skills and career awareness to students participating in the program.

EDUCATIONAL ALTERNATIVE PROGRAMS
MIDDLE SCHOOL
FULL-TIME
SITE LOCATIONS

Deerfield Beach
Margate
Ramblewood
Silver Lakes

Apollo
Driftwood
McNicol
Perry

Bair
Everglades
Lauderdale Lakes
New River
Parkway
Rogers
Seminole

(A) District/Agency Name: Broward

(B) Program Name: Educational Alternatives Middle School Full-Time

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		(Serves 18 students)				
		46 (Units) x 31,822	1,463,812			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	1,463,812			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%
	(10) TOTAL FEDERAL FUNDS				
	(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: PART-TIME EDUCATIONAL ALTERNATIVE PROGRAM

LEVEL High

1. GENERAL GOAL

The general goal of educational alternatives dropout prevention programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

1. By providing a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skill building, and responsibility for behavior, 50% of the students will develop a more positive attitude toward themselves and school as measured by a self and school attitude survey.
2. By the end of one full semester, 50% of the students in the program will have improved their grade point average by at least .25 on a 4.0 scale.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Lack of motivation

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

(b) Unsuccessful Students

Any high school student who at the end of the previous school year or summer session did not pass a minimum of five subjects or have a cumulative grade point average of at least 1.5.

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

(c) Potential School Dropout

Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official.

The student has been identified as a potential school dropout by Student Services personnel using district or state criteria.

The student has expressed intent to drop out.

3. STUDENT ADMISSIONS PROCEDURES

Request for services may be initiated by the student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet district student eligibility criteria as prescribed by Dropout Prevention Guidelines.

(b) If a request is initiated by the school, a staff member will contact student's parent or guardian to explain the program, its structure, and benefits for the child.

(c) Parent or guardian must request voluntary placement in the program.

(d) The child is placed in an appropriate program as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Any classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids to include all supplies and materials available to the school population.

- Staff Organization

  The program will be staffed by certified teachers.

- General Description of Curriculum

  Curriculum will reflect Broward County standards of service for the high school level. Specific course options will be assembled by the site administrator.

- Number of Classes per Day

  Students will attend three required academic classes per day.

- Projected Average Size of Classes

  There will be 15-18 students per class.

- Special Teaching Strategies or Approaches

  (1) Flexible scheduling which will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional times, and (e) peer counseling.

  (2) Individualized instruction

  (3) Interdisciplinary curriculum

  (4) Success oriented experiences

  (5) Emphasis on improvement of basic skills

  (6) Emphasis on hands-on, experiential learning, including vocational and career related activities

  (7) Critical thinking instruction

  (8) Decision-making skills

  (9) Study skills

- Grades and Number of Students to Be Served

  Eligible students in Grades 9-12 will be served by this program.

- Student Services Provided

  The students will be served by the reading resource specialist, school social worker, peer counseling coordinator, guidance counselors, and school psychologist when appropriate.

- List of Implementation Sites

All Broward County high schools may implement the program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

Teachers for the program shall be selected based on the following characteristics:

(1) a desire to work in the program

(2) a desire and ability to work with problem students

(3) the ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement

(4) the ability to utilize school and community resources to the best benefit of the students

(5) the ability to utilize a variety of instructional strategies to meet the needs of individual learning styles of students

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses to be offered shall include but not be limited to:

- Behavior Management Techniques (classroom management)
- Affective Education Strategies
- Individualization Strategies
- Learning Styles
- Assertive Discipline
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Before-and-after design utilizing a school attitude survey administered upon entry and exit from the program.

Objective No. 2 - Before-and-after design utilizing grades earned after one full semester in the program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents of students participating in the alternative education program will be encouraged by school personnel to become involved in parent training groups, parent support groups, and Parent Advisory meetings as they are offered by the school or area agencies. Parent volunteers, Partners in Excellence, and local business representatives may provide tutoring, mentor relationships, and career education alternatives for participating students.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be included in the Career Awareness and Career Day activities provided for students at the high school level.

EDUCATIONAL ALTERNATIVE PROGRAMS
HIGH SCHOOL
PART-TIME
SITE LOCATIONS

Coconut Creek
Deerfield Beach
Taravella

Anderson, Boyd
Dillard
Fort Lauderdale
Piper
South Plantation
Stranahan

Cooper City
Hallandale
McArthur
Miramar
South Broward
Western

(A) District/Agency Name: Broward

(B) Program Name: Educational Alternatives High School Part-Time

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(.5) Teacher	12,430			
	200	Benefits	3,232			
5100	510	Materials and Supplies	300			
		Unit Cost	15,962			
		(Serves 18 students)				
		69 (Units) x 15,962	1,101,378			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,101,378			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date: 11/7/86

DOE USE — Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: FULL-TIME EDUCATIONAL ALTERNATIVE PROGRAM

LEVEL: High

1. GENERAL GOAL

The general goal of educational alternative dropout prevention programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

(1) By providing a learning environment which emphasizes the importance of personal growth, self-awareness, interpersonal skill building, and responsibility for behavior, 50% of the students in this program will develop a more positive attitude toward themselves and school as measured by a self and school attitude survey.

(2) By the end of one full semester after entry into the program, 50% of the students in the program will have improved their grade point average by at least .25 on a 4.0 scale.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Lack of motivation

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

(b) Unsuccessful Students

Any high school student who at the end of the previous school year or summer session did not pass a minimum of five subjects or have a cumulative grade point average of at least 1.5.

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

(c) Potential School Dropout

Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official.

The student has been identified as a potential school dropout by student services personnel using district or state criteria.

The student has expressed intent to drop out.

3. STUDENT ADMISSIONS PROCEDURES

Request for services may be initiated by the student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet district student eligibility criteria as prescribed by Dropout Prevention Guidelines.

(b) If a request is initiated by the school, a staff member will contact student's parent or guardian to explain the program, its structure, and benefits for the child

(c) Parent or guardian must request voluntary placement in the program.

(d) The child is placed in an appropriate program as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Any classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids including all supplies and materials available to the school population.

- Staff Organization

  The program will be staffed by certified teachers.

- General Description of Curriculum

  Curriculum will reflect Broward County standards of service for the high school level. Specific course options will be assembled by the site administrator.

- Number of Classes per Day

  Students will attend five classes per day. Three of the classes will be required academic subjects. Two will be selected by the site administrator from the attached list.

- Projected Average Size of Classes

  There will be 15-18 students per class.

- Special Teaching Strategies or Approaches

  (1) Flexible scheduling which will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional times, and (e) peer counseling.

  (2) Individualized instruction

  (3) Interdisciplinary curriculum

  (4) Success oriented experiences

  (5) Emphasis on improvement of basic skills

  (6) Emphasis on hands-on, experiential learning, including vocational and career related activities

  (7) Critical thinking instruction

  (8) Decision-making skills

  (9) Study skills

- Grades and Number of Students to Be Served

  Students in Grades 9-12 will be served by this program.

- Student Services Provided

The students will be served by the reading resource specialist, school social worker, peer counseling coordinator, guidance counselors, and school psychologist when appropriate.

- List of Implementation Sites

All Broward County high schools may implement the program. See attached list for program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

Teachers for the program shall be selected based on the following characteristics:

(1) a desire to work in the program

(2) desire and ability to work with problem students

(3) the ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement

(4) The ability to utilize school and community resources to the best benefit of the students

(5) the ability to utilize a variety of instructional strategies to meet the needs of individual learning styles of students

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include but not be limited to:

- Behavior Management Techniques (classroom management)
- Affective Education Strategies
- Learning Styles
- Assertive Discipline
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Before-and-after design utilizing a school attitude survey administered upon entry and exit from the program.

Objective No. 2 - Before-and-after design utilizing grades earned after one full semester in the program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents of students participating in the alternative education program will be encouraged by school personnel to become involved in parent training groups, parent support groups, and Parent Advisory meetings as they are offered by the school or area agencies. Parent volunteers, Partners in Excellence, and local business representatives may provide tutoring, mentor relations, and career education alternatives for participating students.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be included in the Career Awareness and Career Day activities provided for students at the high school level.

EDUCATIONAL ALTERNATIVE PROGRAMS
HIGH SCHOOL
FULL-TIME
SITE LOCATIONS

Ely

Anderson, Boyd
Piper
Plantation
Stranahan

Cooper City
Hallandale
Hollywood Hills

(A) District/Agency Name: Broward

(B) Program Name: Educational Alternatives High School Full-Time

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		(Serves 18 Students)				
		17 (Units) x 31,822	540,974			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	540,974				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%	
	(10) TOTAL FEDERAL FUNDS					
	(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: PROGRAM FOR THE POTENTIAL DROPOUT THROUGH VOCATIONAL EDUCATION

LEVEL: Grades 7-10

1. GENERAL GOAL

The general goal of educational programs is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

(1) To implement a pilot program to serve a total of 150 potential dropouts in three area vocational-technical centers that will provide academic and vocational instruction (1986-87).

(2) To evaluate the pilot program and adapt it as an ongoing program to serve an increased number of students (1987-88).

(3) To continue to make available countywide support services to ensure program completion through the efforts of a coordinator and guidance counselors working directly with the potential dropout.

(4) To implement transitional services for employment or continuation of vocational training for advanced skills to serve 80% of the students who initially enter the program.

(5) To document program participants who successfully enter in-field employment to meet State placement ratios (70%).

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Statutory Eligibility: Two or more years overage for grade - Enrolled in Grades 7 through 10.

District Criterion: Selection of students for the program is based on:

- Two or more years overage for grade.
- An expressed interest in a vocational education career.
- Retained in one or more grades.

- An expressed need or desire to leave school by student or verified by parent.
- Scores 70 or above on an intelligence test and is presently not eligible for placement in an exceptional or alternative education center program.
- Parental agreement to participate in activities of the program.
- Parental consent for program participation.

3. STUDENT ADMISSIONS PROCEDURES

Students identified as meeting the criteria and eligible are:

- Counseled by school-based counselor regarding interest in program.
- A school-based screening committee submits the following information to the area superintendent's office:
  (a) A cumulative folder including, but not limited to, student's history, grades, behavior records, test scores, retention records, and academic and vocational assessments
  (b) Letters of recommendation and support including, but not limited to, counselors, agencies, and teachers
  (c) Vocational, Technical, and Adult Education's application for enrollment.
  (d) A parent consent form
  (e) A student profile
  (f) Additional items as deemed necessary to verify the potential dropout aspects of the student
- The information is then sent to an area screening committee made up of, but not limited to, the following participants:
  (a) An area superintendent or designee
  (b) A vocational area curriculum specialist
  (c) A dropout prevention guidance counselor
  (d) Representatives of the principals' groups
  (e) A VTAE representative
  (f) An educational alternative teacher from a vocational-technical class

- The student is recommended for a vocational-technical school, work evaluation, and course. Priority is given to placing the student in his/her first choice.
- Transportation is arranged through the area superintendent's office, home school, and receiving school through the School Board Transportation Department.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  The students are reassigned to one of three vocational-technical centers offering a variety of course selections for secondary students.

- Staff Organization

  The staff is directly responsible to the principal of the high school. Vocational, Technical, and Adult Education offers those support services and monitoring procedures to evaluate the progress of the program.

- General Description of Curriculum

  Individualized instruction prescriptions are determined by the Test for Adult Basic Equivalency (TABE). Performance standards are followed for either the Adult Basic Education or the General Education Promotion Program.

- Number of Classes per Day

  Students participate in three hours of vocational training and three hours of academics.

- Projected Average Size of Classes

  The average size of the academic class is 15-18 students for three hours.

- Special Teaching Strategies or Approaches

  Appropriate individualized teaching strategies are used to meet the performance standards for the academic area. Students are encouraged to pursue credit for high school diplomas whenever possible.

- Grades and Number of Students to Be Served

  Grades 7-10 are served. The north, central, and south areas of the county serve 50 students each.

- Student Services Provided

  The student services provided for this program include academic individualized instruction and vocational program placement. Counseling services by a certified guidance counselor working specifically with the potential dropout student and services of other special needs personnel at the center are utilized.

- List of Implementation Sites

  The implementation sites are McFatter Vocational-Technical Center, Atlantic Vocational-Technical Center, and Sheridan Vocational-Technical Center. The sites were chosen for the geographic area, i.e., north, central, and south areas of the county.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   Personnel working with students in the vocational area are vocationally certified. Personnel working with students in the academic area must have appropriate academic certification and the desire and ability to work with at-risk students.

6. STAFF DEVELOPMENT ACTIVITIES

   Staff development activities involve meetings on a regular basis among the vocational instructors, academic instructors, and the potential dropout guidance counselors.

   Inservice workshops to be considered, but not limited to, are:

   - Characteristics of the Target Population
   - Individualizing Instruction
   - Helping Students Set and Achieve Goals
   - Improving Parent Involvement
   - Learning strategies and study skills

7. EVALUATION PROCEDURES

Objective No. 1 - Data will be gathered and maintained to determine the participation of 150 students in the pilot program (1986-87).

Objective No. 2 - Evaluation data will be gathered to provide direction for program modifications in order to serve an increased number of students in the 1987-88 school year. analyzed to determine attitudes and behavior changes of students enrolled and causes for these changes.

Objective No. 3 - Evaluation procedures will include data to be collected, documented, and analyzed to determine the retention of the students enrolled in this program.

Objective No. 4 - Data will be collected and analyzed to determine the usage of countywide services or continuation of vocational training by 80% of program participants.

Objective No. 5 - The entry of program participants into in-field employment will be documented and compared to State placement ratios (70%).

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents have made a commitment to the program through parental consent and involvement forms. Transitional programs will bring in business and community leaders to work with students and parents. An advisory committee comprised of business, community, parents, and students will be established to promote the goals and objectives of the program.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Employability skills and career awareness activities are an integral component of every vocational program. The employability skills and career awareness activities will also be enhanced by the academic instructors through supplemental materials, and the potential dropout counselor will reinforce the skills on an individual basis.

(A) District/Agency Name: Broward
(B) Program Name: VTAE - Potential Dropout Programs
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6120	100	(3) Counselors (216 Days)	95,256			
	200	Benefits	22,473			
7300	300	Travel (Mileage)	4,500			
5100	100	(6) Teachers	149,154			
	200	Benefits	38,778			
	510	Materials and Supplies	3,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	313,161			
FEDERAL PROGRAMS ONLY		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11,7,86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: DROPOUT PREVENTION PROGRAM - HALLANDALE ADULT COMMUNITY CENTER

LEVELS: Middle
High

1. GENERAL GOAL

The general goal of educational programs is to provide secondary learning experience to students who have been targeted as potential dropouts from the traditional middle and high school system.

- to link with local secondary school for retrieval
- to provide academics, vocational training, and career and personal counseling
- to individualize each student's educational plan
- to access community agencies and businesses for increased educational experiences

PROGRAM OBJECTIVES

To help students mature educationally and socially by establishing educational and career goals by earning credits toward a high school diploma, by developing a positive attitude and by reducing absenteeism.

- By the end of the first term, each student will have documented educational goals through IMTS and personal counseling.
- By the end of the school year, 1987-88, 75% of the students will have earned credit (vocational and academic) appropriate for grade level.
- Students will develop a positive attitude measured by a 50% reduction in referrals and measured progress in course work.
- Students will improve attendance by 50%.
- Total dropout rate from the prevention program will not exceed the county's dropout rate.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(a) Students ages 14-19 who have been identified as disinterested and unsuccessful in the traditional setting.

(b) Students who have expressed an intent to drop out of school.

(c) Students whose absenteeism and/or tardiness affect their success in school.

(d) Students who need gainful employment that requires flexible scheduling.

(e) Students who demonstrate intolerance for the depersonalization of large school settings.

(f) Students who have been retained in one or more grades.

(g) Students who are achieving below their capability based on standardized achievement test data.

3. STUDENT ADMISSIONS PROCEDURES

The admission procedure has two aspects; the identification and referral system and the admission process.

The identification and referral system will incorporate:

- Home school administrators, teachers, counselors, visiting teachers, and registrars
- Social agencies and community groups
- Parents and students

The admission process differs depending on the age of the student. Those students under the compulsory education law (ages 14 and 15) will follow these procedures:

- The interested student completes the application form at the home school.
- The home school guidance counselor examines the records to determine eligibility.
- Additional data, if needed, is collected from principal recommendations, visiting teacher recommendations, teacher observations, and testing.

- The home school counselor completes the student's referral folder and requests an interview at the dropout program center for the student and parents.
- If the parents and students accept the new program, the documents are sent to the area supervisor or superintendent for final approval.
- Upon approval, the student is transferred to the dropout program.
- The students are placed in the IMTS work evaluation component to be tested for basic skills and vocational interest and aptitude.
- Short-range goal setting is established based on personal counseling and the IMTS evaluation.
- The students are scheduled according to their individual plan.

The students who are not under the compulsory atendance law (16-19 year olds) do not have to have the approval of the area superintendent. The above Steps 1-3 and 6-9 are sufficient for admission.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

The "school of choice" dropout prevention program is located at Hallandale Adult Community Center as a "school-within-a-school." The facility has been renovated from a former middle school to accommodate adults. Students are served with a library, cafeteria, gymnasium, classrooms, administrative offices, and a student service suite.

- Staff Organization

The staff for the "school of choice" dropout program consists of certified instructors in reading, English, mathematics, science, social studies, life management skills, peer counseling, and vocational areas. Two guidance counselors offering academic, personal and career counseling, a social worker, and a full-time secretary/registrar make up the student services component. The principal of the adult center serves as the adminstrator of the program.

- General Description of Curriculum

The curriculum is competency-based. Each student has an individual contract in each subject area, whether middle or high school. The contract is written on the basis of the Florida Frameworks and Broward County Performance Standards. The curriculum is self-paced. The rate of mastery is determined by the student's ability and motivation. Remediation is always available where needed. All courses are structured as an open/entry - open/exit design.

- Number of Classes per Day

The dropout program is structured in two-hour blocks of time, seven periods a day. School opens at 7:45 a.m. and closes at 9:15 p.m., enabling students to have flexibility in scheduling depending on job and family obligations.

- Projected Average Size of Classes

The class size is limited to a maximum of 20 students for personalized attention.

- Special Teaching Strategies or Approaches

The classroom environment is a non-threatening positive experience. Students do not "fail" but are remediated until mastery is achieved. The teacher has training in the "teacher as a counselor" concept. The students are reminded that their participation is strictly voluntary and that they have accepted the responsibility of their own learning.

- Grades and Number of Students to Be Served

Our "school of choice" dropout prevention program can serve 600 students from Grades 8-12 or ages 14-19 years. It offers a standard high school diploma with training in a vocational job preparation program if desired.

- Student Services Provided

The services of guidance counselors and a social worker are available to program participants.

- List of Implementation Sites

Hallandale Adult Community Center

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The instructors and staff must share in the program's philosophy of creating a positive, non-threatening environment. They must understand the mechanics of the competency-based curriculum and contracts and be efficient classroom managers. They are to think of themselves as teachers and counselors so that the holistic approach to learning is maintained.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development will be an ongoing process on both a formal and informal level. Daily concerns and questions will be answered by the administrator and student services staff recognizing immediate direction is needed to prevent classroom problems.

Formal inservices are necessary in the areas of:

- Understanding competency-based instruction methods
- Helping students set and achieve goals
- Counseling in the classroom
- Contract writing
- Recognizing and preventing substance abuse
- Classroom/student behavior management

These inservice needs may be met by:

- District inservice training days
- School-level meetings
- Summer inservice training institutes
- Postsecondary courses
- National and state conferences
- Visits to other dropout prevention programs

7. EVALUATION PROCEDURES

Internal evaluation procedures consist of the reviewing of student files and interviews with teachers and students.

- Each student folder has the IMTS results and anecdotal records of goal setting counseling sessions.

- Guidance files will show the student's progress in earning credits and grade point average.
- Guidance files will show behavioral progres, i.e., 50% reduction in referrals and anecdotal records on student and teacher conferences.
- Attendance records will reflect a 50% increase in regular attendance.
- Total program enrollment figures will reflect the success of the dropout prevention program.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents are invited to tour the school before making the final decision to transfer their son or daughter to the dropout prevention program. Parents are encouraged to take advantage of the counseling services offered at the school.

Community and business involvement is encouraged to help students see the relationships between education and employment. Every semester our school's student services staff and our local business community organize a career shadowing day. Students select a local business or agency to shadow an occupation on a one-to-one basis. Lists of business participants are developed through the Chamber of Commerce, and we try to match a student's career goal with an actual job. After the shadowing day, the students host a breakfast at the school in recognition of the local employers and the Chamber of Commerce.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

It is the philosophy of our staff that our students must establish some career goals in order to be motivated to pursue their education. Employability skills and career awareness are part of an IMTS program, and each student has the opportunity to participate in these activities. Each student is also encouraged to enroll in a job preparatory program as part of his/her high school curriculum so that all graduates have a marketable skill.

(A) District/Agency Name: Broward

(B) Program Name: Dropout Prevention Program - Hallandale Adult Community Center

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account		(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6120	100	(2) Counselors	31,752	63,504			
	200	Benefits	8,256	16,512			
5100	100	(5) Part-Time Teachers	22,781	113,906			
	200	Benefits	456	2,278			
7300	100	(1) Clerical		11,658			
	200	Benefits		3,031			
7300	100	(1) Community Service Specialist		22,097			
	200	Benefits		5,754			
		The implementation of this program is contingent on adequate state funding.					
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)		278,740			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT		%	%	%	%
		(10) TOTAL FEDERAL FUNDS					
		(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas P. Barbera
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE — Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVES

PROGRAM TITLE: PERIODIC TUTORIAL/COUNSELING PROGRAM

LEVEL: Middle

1. GENERAL GOAL

The general goal of educational dropout prevention program is to promote student success by providing educational services designed to accommodate student learning styles, academic and affective needs, interests, or special talents.

PROGRAM OBJECTIVES

(1) 50% of participating students will improve report card grades by at least one letter in at least two academic areas.

(2) 75% of participating students will show an improvement in school attendance by reducing absenteeism by 25% as compared with the preceding school semester.

(3) 75% of participating students will show an improvement in behavior as compared with disciplinary referrals for the preceding school semester.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students selected for participation in the tutorial/counseling program will be required to meet all three of the following criteria:

(1) Any student who does not meet the criteria for an exceptional student education program

(2) Any student who scores above the 17th percentile in reading and/or math on the Iowa Test of Basic Skills

(3) Any student who scores in the average or above average range of intelligence as measured by the district-administered standardized testing program or any individually administered intelligence test such as the WISC-R or Stanford-Binet

In addition to the three aforementioned criteria, students selected for participation in the tutorial/counseling program must meet one or more of the following characteristics generally associated with potential dropouts:

(1) Retention in one or more grades

(2) Failure in several subjects within one semester

(3) Record of truancy, excessive absences, or frequent tardiness

(4) Referral by guidance counselors and/or teachers due to poor academic grades, inappropriate social skills, and/or inadequate family support system

(5) Sudden drop in report card grades from one year to the next

(6) Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentatic

3. STUDENT ADMISSIONS PROCEDURES

Admission to the tutorial/counseling program will be based upon signed parent consent for the student to participate and parent commitment to attending eight sessions of parent training conducted by the family counselor or other trained counselor.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

A separate classroom or laboratory setting within the school facility will be utilized for the tutorial/counseling program. Adequate textbooks, supplies, and other materials will be provided. If possible, at least one computer set-up will be included in the classroom or a computer lab set-up for tutorial purposes will be made available.

- Staff Organization

A program coordinator who also serves as the classroom teacher for academic tutoring and a certified counselor will be needed for the tutorial/counseling program.

- General Description of Curriculum

  Regular middle school curriculum and minimum basic skills will be stressed in a one-to-one tutoring situation under the direction of the teacher. Each child will receive tutorial assistance four times per week on a regularly scheduled basis. Group counseling will be provided on a once per week basis and individual counseling on an as-needed basis. Students who have been trained as peer counselors/peer tutors will work with the participating students as scheduled by the teacher/coordinator.

- Number of Classes per Day

  The tutorial/counseling program will service participating students for five periods per day to encompass the five major academic areas.

- Projected Average Size of Classes

  The projected average size of each class will be 5 to 6 participating students and 5 to 6 peer tutors/counselors.

- Special Teaching Strategies or Approaches

  Participating students will be served on a one-to-one basis by peer tutors four times weekly on a regularly scheduled basis and will participate in group counseling once weekly with a certified counselor. The counselor will provide individual counseling on an as-needed basis for both students and parents. Parents of participating students will be required to attend eight sessions of parent training conducted by the counselor.

- Grades and Number of Students to Be Served

  Eligible students in Grades 6-8 will be served. Approximately 25-30 students per semester will receive the services.

- Student Services Provided

  Individual tutoring will be provided for each participating student. Individual and group counseling activities will be provided for all participating students. The teacher/coordinator will maintain follow-up contact with teachers of students who have exited the program.

- List of Implementation Sites

This program may be offered at any Broward County middle school See attached list for program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The counselor shall be a certified counselor or social worker.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

Teachers for the tutorial/counseling model shall be selected based on the following characteristics:

(1) a desire to work in the program

(2) desire and ability to work with problem students

(3) the desire and ability to identify and solve underlying causes of student behavior rather than merely modifying the symptoms (i.e., misbehavior)

(4) a patient, caring, and commited attitude toward students

(5) the ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement.

(6) the ability to utilize school and community resources to the best benefit of the students

(7) the ability to utilize a variety of instructional strategies to meet the needs of individual learning styles of students

(8) the ability to act as teacher/advisor and to facilitate affective activities within the classroom

(9) Expertise in behavior management techniques.

(10) Flexibility

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include, but not be limited to, courses in the following areas:

- Behavior Management Techniques (classroom management)
- Affective Education Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

Teachers new to the program will receive orientation from the principal or designee.

7. EVALUATION PROCEDURES

Objective No. 1 - Before-and-after design comparing participants' grades earned prior to program entry and after a minimum of one semester in the program.

Objective No. 2 - Pre- and Post-comparison of attendance data prior to program entry and after one semester in the program.

Objective No. 3 - Pre- and Post-comparison of the number of disciplinary referrals received by program participants prior to program entry and after one semester in the program.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents will be required to attend the eight training sessions in order for their child to participate in the tutorial/counseling program. Sessions will be provided during both day and evening hours and on weekends.

If the school has a "Partners in Excellence," the business community may be involved in the program.

Parent volunteers and senior citizen volunteers may also be utilized with the program.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Participating students will experience a variety of career awareness activities through utilization of existing computer software. If the school has a Career Lab (tapes and film strips), these materials shall be utilized. Students will participate in any scheduled school-wide career activities.

(A) District/Agency Name: Broward
(B) Program Name: Educational Alternatives Periodic Pull-Out Tutorial Counseling
(C) Effective Approval Date:
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number:
(G) Project Number:
(H) Total Project Dollars:

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher/Program Coordinator	24,859			
	200	Benefits	6,463			
6120	100	(1) Family Counselor (Counselor)	28,812			
	200	Benefits	7,491			
5100	510	Materials and Supplies	1,000			
		Unit Cost	68,625			
		The implementation of this program				
		is contingent on adequate state				
		funding. If fully funded by				
		the state program will be				
		placed in 26 middle schools.				
		26 (Units) x 68,625	1,784,250			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,784,250			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number
Page 1 of 1

Certified Correct: [signature]
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by:
Date: / /

102

103

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: EDUCATIONAL ALTERNATIVE PROGRAMS

PROGRAM TITLE: OUTDOOR LEARNING EXPERIENCES (OLE)

LEVELS: High

This is a dropout prevention program established for high school students identified as unsuccessful and/or unmotivated. This is an off-campus program, separate from the regular home school environment and administrated by North Point School. The curriculum will modify courses listed in the Course Code Directory to provide interdisciplinary units of instruction for English, mathematics, science, and social studies with physical education, prevocational courses, art enrichment, and work experience curriculums.

1. GENERAL GOAL

The general goal of this program is to reduce the incidents of dropouts for students identified as potential dropouts due to documented unsuccessful and/or disinterested indicators of poor attendance, poor academic progress, lack of school participation, involvement with HRS or the Juvenile Justice System, and/or family and/or community conditions causing such conditions.

PROGRAM OBJECTIVES

Objective 1 - The program will identify 5% to 10% of a regular high school's population that may be eligible for participation and enroll 40 students for participation.

Objective 2 - By the end of the year 80% of the students will remain enrolled in the program or be enrolled in a subsequent educational program.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Eligible students are identified as:

(1) those currently failing three or more classes

(2) those retained in one or more grades

(3) those who have expressed an intent to drop out when given a dropout profile questionnaire

(4) those who have recorded an excessive amount of absences in any nine-week marking period (15 days)

3. STUDENT ADMISSIONS PROCEDURES

(1) Eligible students are identified by the staff of the home school.

(2) The home school will conduct a conference with the student, parent, school staff members, and OLE staff member. A recommendation will then be submitted to the area superintendent for transfer.

(3) Psychological services will be provided on an emergency basis for immediate placement.

(4) Enrollment for students under 16 years of age will require parent(s) approval.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

The program may be housed at North Point or another suitable campus in the North Area and will utilize city, county, and state facilities such as parks and recreational sites.

- Staff Organization

Staff is comprised of four teachers and support services from North Point School.

- General Description of Curriculum

The curriculum will consist of English, mathematics, science, social studies, physical education, life management skills, and vocational classes. Course modification will be utilized for student assessment and performance standards. This is to be accomplished by learning experiences in a community setting, rather than the traditional classroom. Course content and learning activities will be developed and evaluated through competency based measures.

- Number of Classes per Day

  Seven 50-minute classes per day.

- Projected Average Size of Classes

  15 students

- Special Teaching Strategies or Approaches

  The program will use team teaching techniques and community service learning projects.

- Grades and Number of Students to Be Served

  Serves 45 students in grades 9-12.

- Student Services Provided

  Student services will include group counseling, parent meetings, and support services from North Point School Staff.

- List of Implementation Sites

  Broward County Parks, City Recreation Department, Government Offices, and the Business Community

5. QUALIFICATIONS OF PROGRAM PERSONNEL

Full-time personnel employeed shall be certified and approved by the School Board and part-time personnel may be employed if special characteristics and/or training and/or experience is required for the planned activity such as forestry, wildlife management, vocational activities and recreational activities.

6. STAFF DEVELOPMENT ACTIVITIES

The inservice program for teachers will include training in behavior management, outdoor activities, attendance at state and national alternative education conferences, substance abuse classes, and alternative education seminars.

7. EVALUATION PROCEDURES

The program will be evaluated biannually by the administration of North Point and the alternative education supervisor to chart student progress, participation, and goal achievement.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents will be provided counseling and group meetings one evening every two weeks to encourage support and develop understanding of the program. Community and business members will be encouraged to provide volunteer services and utilization of facilities.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Each student will complete a nine-week unit of study where employable skills will be acquired in one or more areas of construction, forestry, computer/business machines, environmental, and/or community service.

(A) District/Agency Name: Broward
(B) Program Name: OLE - Outdoor Learning Experiences
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(3) Teachers	69,534			
	200	Benefits	24,429			
5100	100	Team Leader (Supplement)	513			
	200	Benefits	180			
5100	100	Substitutes	1,444			
	200	Benefits	508			
5100	510	Materials and Supplies	5,000			
5100	100	(4) Teacher (32 Day)	15,761			
	200	Benefits	5,538			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	122,907			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

-06-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: TEENAGE PARENT

PROGRAM TITLE: TEENAGE PARENT, MIDDLE SCHOOL BASED PROGRAM

LEVEL: Middle

1. GENERAL GOAL

The over-all goal of teenage parent programs is to increase the likelihood that pregnant and parenting students earn a high school diploma or its equivalent through the provision of an educational program which better meets their needs.

PROGRAM OBJECTIVES

(1) To enable students to continue their academic progress while attending to the immediate needs of pregnancy or parenting as measured by the achievement of passing grades.

(2) To provide support services to facilitate responsible decision-making regarding health, safety, child care, and the continuation of school as measured by pre-and post-interviews.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(1) Any pregnant student whose needs can be better met through a dropout prevention program.

(2) Any student who is a parent whose needs can be better met through a dropout prevention program.

3. STUDENT ADMISSIONS PROCEDURES

(a) The student's admission to the program will be voluntary.

(b) Request for services may be initiated by student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet specific student eligibility criteria as prescribed by the Dropout Prevention Act.

(b) If a request is initiated by the school, a staff member will contact the student and the student's parent or guardian to explain the program, its structure, and its potential benefits.

(c) The parent or guardian must request voluntary placement in the program.

(d) The child is scheduled into appropriate classes as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  Regular classrooms throughout the school plant.

- Staff Organization

  The program will be monitored by a guidance counselor working in conjunction with the student's administrator, school health nurse, school social worker, and other appropriate support staff.

- General Description of Curriculum

  A schedule of classes tailored to meet individual student needs will be provided in compliance with Broward County Minimum Standards of Service for the middle school (ex. preference in electives, physical education, etc.).

- Number of Classes per Day

  Students will attend six classes per day.

- Projected Average Size of Classes

  The average size for these classes will be that prescribed by district board policy.

- Special Teaching Strategies or Approaches

  (1) Students are exempt from the 135-hour attendance requirement for absences due to pregnancy but must make up work missed with individual assistance from teachers offered through teacher equivalency time.

  (2) Teachers may provide long-term assignments for students during periods of emergencies and family contingencies.

(3) Teachers may modify curriculum to provide individualized learning packets to pregnant students to parents who are students.

(4) Scheduling will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional assignment times, and (e) peer counseling as needed.

- Grades and Number of Students to Be Served

All eligible students, both male and female, in grades 6-8 will be served by this program.

- Student Services Provided

(1) Students participating in this program will have regular contact with the school social worker, the school health nurse, and a guidance counselors.

(2) The services of peer couseling and other support services will be available to participating students as needed.

- List of Implementation Sites

All Broward County middle schools may implement this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The program will be staffed by certified teachers and student services personnel.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, affective education workshops, postsecondary courses, national and state conferences, and visits to other dropout prevention programs which deal with the needs of teenage parents.

7. EVALUATION PROCEDURES

Objective No. 1 - A comparison will be made of pre-and post-program participation report card grades.

Objective No. 2 - A pre- and post-design will be utilized comparing data gathered before and after a student's participation in the program.

8. PROPOSED BUDGET

No additional funds will be needed to support this program.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

(a) Participating students will be referred to appropriate community agencies as needed.

(b) In cooperation with local hospitals, a hospital orientation prior to delivery may be arranged by student services personnel for expectant parents upon request.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

(a) Career information will be available to participating students.

(b) Students will participate in the prevocational classes available at their grade level.

(c) If a student meets program eligibility criteria, he/she may participate in work experience or other available vocational program.

(A) District/Agency Name: Broward

(B) Program Name: ~~School-Based Middle~~ Teen-Age Parent and High

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY
AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 06

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Does not generate FTE funds.				
		School Board provides the following				
		funding.				
		(3) Social Workers	82,431			
		Benefits	21,432			
		Mileage	4,500			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	108,363			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: TEENAGE PARENT

PROGRAM TITLE: TEENAGE PARENT, HIGH SCHOOL BASED PROGRAM

LEVELS: High

1. GENERAL GOAL

The over-all goal of teenage parent programs is to increase the likelihood that pregnant and parenting students earn a high school diploma or its equivalent through the provision of an educational program which better meets their needs.

PROGRAM OBJECTIVES

(1) To enable students to be able to continue their academic progress while attending to the immediate needs of pregnancy or being a parent as measured by improved attendance and achievement of a 1.5 grade point average.

(2) To provide an educational experience that will increase the student's knowledge of health, safety, nutrition, and child development as measured by grades of "C" or better in specially selected courses.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(1) Any pregnant student whose needs can be better met through a dropout prevention program.

(2) Any student who is a parent whose needs can be better met through a dropout prevention program.

3. STUDENT ADMISSIONS PROCEDURES

(a) The student's admission to the program will be voluntary.

(b) Request for services may be initiated by student, parents, or school personnel.

The following format will most often be followed:

(a) The student must meet specific student eligibility criteria as prescribed by the Dropout Prevention Act.

(b) If a request is initiated by the school, a staff member will contact the student and the student's parent or guardian to explain the program, its structure, and its potential benefits.

(c) The parent or guardian must request voluntary placement in the program.

(d) The child is scheduled into appropriate classes as determined by parent, student, and school staff.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Regular classrooms throughout the school plant.

- Staff Organization

The program will be monitored by a guidance counselor working in conjunction with the student's administrator, school health nurse, school social worker, and other appropriate support staff.

- General Description of Curriculum

A schedule of classes tailored to meet individual student needs will be provided in compliance with Broward County Minimum Standards of Service for the high school. Participating students will be scheduled into elective courses dealing with health, safety, nutrition, and child development.

- Number of Classes per Day

Students will attend a seven-period day.

- Projected Average Size of Classes

The average size of classes will be as regularly prescribed by district board policy.

- Special Teaching Strategies or Approaches

(1) Students are exempt from the 135 hour attendance requirement for absences due to pregnancy but must make up work missed with individual assistance from teachers offered through teacher equivalency time.

(2) Teachers may provide long-term assignments for students during periods of emergencies and family contingencies.

(3) Teachers may modify curriculum to provide individualized learning packets to pregnant students to parents who are students.

(4) Scheduling will allow for (a) tutorial services, (b) group counseling, (c) individual counseling, (d) extended instructional assignment times, and (e) peer counseling as needed.

- Grades and Number of Students to Be Served

All eligible students, both male and female, in grades 9-12 will be served by this program.

- Student Services Provided

(1) Students participating in this program will have regular contact with the school social worker, the school health nurse, and a guidance counselors.

(2) The services of peer couseling and other support services will be available to participating students as needed.

- List of Implementation Sites

All Broward County high schools may implement this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The program will be staffed by certified teachers and student services personnel.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, affective education workshops, postsecondary courses, national and state conferences, and visits to other dropout prevention programs which deal with the needs of teenage parents.

7. EVALUATION PROCEDURES

Objective No. 1 - A comparison will be made of pre-and post-program participation attendance records and grade point averages.

Objective No. 2 - Quarterly grades will be examined to determine the achievement of grades of "C" or better in specially selected courses.

8. PROPOSED BUDGET

No additional funds will be needed to support this program.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

(a) Participating students will be referred to appropriate community agencies as needed.

(b) In cooperation with local hospitals, a hospital orientation prior to delivery may be arranged by student services personnel for pregnant students upon request.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

(1) Career counseling by appropriate school personnel will be provided upon request.

(2) Students in this program will participate in any employability skills and career awareness activities available to the general population of the school.

(A) District/Agency Name: Broward

(B) Program Name: ~~School-Based - Middle and High~~ Teen-Age Parent

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 06

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
		Does not generate FTE funds.				
		School Board provides the following				
		funding.				
		(3) Social Workers	82,431			
		Benefits	21,432			
		Mileage	4,500			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	108,363			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

Certified Correct: _____ Date: 11,7,86

Finance Officer or Authorized Representative

12 | A 399 Exp. 06/30/87 | Report Number _____ | Page 1 of 1

DOE USE | Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: TEENAGE PARENT

PROGRAM TITLE: TEENAGE PARENT, CYESIS-SEAGULL SCHOOL

LEVELS: Middle
High

1. GENERAL GOAL

The purpose of the Cyesis Dropout Prevention Program is to provide an optional educational program pregnant students who due to their condition and emotional state feel unable to participate in the educational program provided by their home school. The objective of the Cyesis Program is to increase the likelihood that pregnant students continue their education, earn academic credits, and progress toward meeting graduation requirements through a curriculum designed to meet both academic and immediate personal needs. Another primary objective of this program is to provide specific instruction designed to develop appropriate parenting skills and to provide counseling services relating to the student's immediate physical and emotional needs. A required course in home economics helps the young mother become a more responsible parent through instruction in prenatal and postnatal care, parenting skills, pregnancy planning and child growth and development.

PROGRAM OBJECTIVES

(1) 50% of students will achieve a 1.5 grade point average during their participation in the program.

(2) 50% of participating students will attend school regularly for at least 80% of their prenatal period.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(1) Any pregnant student whose needs can be better met through a full-time teenage parent program.

3. STUDENT ADMISSIONS PROCEDURES

Requirements for admission include:

(a) Request for placement in the program by the student and her parents.

(b) Interview with the social worker where the educational options are explained to the student and her parents.

(c) Student provides medical documentation of the pregnancy.

(d) Consultation with home school staff to discuss the student's plans and to initiate withdrawal procedures.

(e) Provision of a form signed by parent acknowledging student's choice.

(f) Transportation to the Cyesis Center is provided by the School Board.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Facility shared with an Exceptional Student Education Program. A complete school setting is provided for these students.

- Staff Organization

Besides classroom teachers and aides, Cyesis has two Master of Social Work (MSW) social workers working with the students and their families. Cyesis also employees two full-time homebound teachers for the students who are unable to return to school due to medical complications. Many of the classes utilize classroom aides who are assigned to assist the classroom teacher in providing individualized instruction.

- General Description of Curriculum

Cyesis provides a curriculum designed to meet both the academic and immediate personal needs of the student. Students receive instruction in required courses depending on their grade level. Electives are provided in foreign languages, computers, health, and industrial arts. Specialized and advanced courses are provided on a contractual basis as needed. All students are required to take a course in home economics which includes

instruction in prenatal, perinatal, and postnatal health, parenting skills, pregnancy planning, and child growth and development. Extensive programs are provided in math, science, social studies, and language arts through the use of individualized computer education.

- Number of Classes per Day

  Students will attend a seven-period day.

- Projected Average Size of Classes

  The classes at Cyesis are small, no larger than 15 students.

- Special Teaching Strategies or Approaches

  The teachers are able to provide specialized instruction for these students within the regular classroom.

  All students receive specialized instruction.

  Students who are unable to attend school due to complications to the pregnancy or delivery are eligible for the Cyesis Homebound Program. Medical documentation of the complications are necessary. Teachers from the center are sent to the homes of eligible students in order that the student may continue her education during her confinement.

- Grades and Number of Students to Be Served

  Grades 5-12 - Average of 50 students at any time for a 450 students per year total.

- Student Services Provided

  Cyesis provides a "Parent Support Group" for parents and families of pregnant adolescents to come together to learn about the services available to them in the community, and to receive supportive counseling from the social workers. The Cyesis social workers, along with speakers from HRS, Catholic Community Services, Early Childhood Development Association, Children's Home Society, and other community agencies present workshops in the evenings for parents of pregnant adolescents. these sessions cover topics such as child support enforcement, adoption,

legal and financial obligations and resources, and availability and selection of day care. Parents of Cyesis students, as well as parents of pregnant adolescents who are not enrolled at Cyesis Center find the support group a valuable resource.

- List of Implementation Sites

Seagull School

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The majority of the teachers at Cyesis have dual certifications in one or more exceptionality.

6. STAFF DEVELOPMENT ACTIVITIES

The Cyesis staff receives a variety of staff development opportunities. In addition to staff development activities at the center in the areas of computer education, effective parent conferencing, mainstreaming exceptional education students, and identification and prevention of child abuse and neglect, teachers and social workers are encouraged to attend workshops and conferences in their fields. The social workers attend conferences put on by the State Association of Visiting Teachers and School Social Workers, as well as state and local conferences in the areas of Maternal and Infant Health and Teenage Pregnancy.

7. EVALUATION PROCEDURES

Objective No. 1 - Grade point averages of participating students will be monitored to determine achievement of a 1.5 grade point average.

Objective No. 2 - Attendance data will be utilized to determine if 50% of the participating students have been present at school for 80% of their prenatal period.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The majority of Cyesis students attend the Broward County Health Unit on State Road 84 for prenatal care and Well Infant Care (WIC) coupons. The

Cyesis Center is only a short walk from the clinic. This proximity to medical services allows for the student to attend school on her clinic days, thereby maximizing the student's time in the classroom.

Cyesis has formed community partnerships with the McDonald's Corporation through the Partners in Excellence Program, and with the Soroptimists Club. Both of these groups have donated resources and services to the students. The McDonald's Corporation is interested in helping in job placement for the students. The Soroptimist Club provides resources for nutritional snacks and clothing for the babies. The partnerships with community business and clubs enable provision of unique opportunities and resources to the students.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Employability skills are emphasized in several classes, including language arts, home economics, and introduction to computers. Students are encouraged to learn skills that will be valuable to them in the work place. In addition to classroom instruction, students participate in a week-long career fair at the center where speakers come in from various agencies and businesses to teach students about job opportunities in our area. Many of the students are employed during the summer though the BETA program. The social workers assist the students in job referrals and placement. We will be working with the McDonald's Corporation in placing some of our students in the work setting.

(A) District/Agency Name: Broward
(B) Program Name: Seagull Cyesis
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(2) Teachers	54,813			
	200	Benefits	14,252			
	500	Materials and Supplies	1,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	70,065			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas P. Gorham
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE — Audited by: _____ Date: / /

127

128

-106-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: TEENAGE PARENT PROGRAMS

PROGRAM TITLE: CYESIS - HALLANDALE TEEN PARENT PROGRAM

LEVELS: High

1. GENERAL GOAL

To prevent/reduce the high incidence of teenage mothers dropping out of school by establishing an educational program where teenage parents can continue their academic and vocational education and have infant and toddler care provided at the school site.

- to provide support services that promote a healthy pregnancy, delivery, and baby.
- to provide child care training.
- to provide an opportunity to complete educational goals, thereby reducing frustration and feelings of hopelessness.

PROGRAM OBJECTIVES

To help parenting teenagers continue their education at a secondary level, receive child care services and training, obtain counseling, study appropriate health and nutritional instruction, and learn a marketable skill for gainful employment.

(1) 75% to remain on grade level throughout pregnancy and post-partum periods

(2) to reduce the teenage parent dropout rate by 75% by June, 1987

(3) to improve parenting skills by June, 1989

(4) to demonstrate knowledge of health and nutrition

(5) to complete a job preparatory vocational program

(6) to improve self-esteem and career outlook through counseling

(7) to improve attendance

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Statutory Eligibility: "Pregnant/Parenting Teenagers"

District Criterion:

- "Students who are pregnant/parenting and have opted to attend a specialized program away from the home school setting."
- The student must be pregnant and/or parenting and a minimum age of 15 years.

3. STUDENT ADMISSIONS PROCEDURES

- Upon identification of need, the student is referred to the school social worker assigned to the Cyesis Program.
- The student and her parents are contacted by the school social worker who provides further information and determines interest in enrollment. Supportive counseling and health care resources information are also provided.
- The student is given a medical form which must be completed and signed by a doctor. This form confirms the pregnancy, gives the expected date of delivery and indicates whether the student is restricted from participation in specific activities. If the student is a parent and the child is to be enrolled in the day care center, a copy of the child's birth certificate is required.
- The student is accepted into the program and the parent is advised.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

The Cyesis Program at Hallandale Adult Community Center operates as a school within a school." The center offers adult academic, vocational, fee supported classes, and community instructional services classes, as well as an alternative dropout prevention program for youths (14-19 years old) who have been targeted as potential dropouts. The center is open for classes from 7:00 a.m. to 9:30 p.m. five days a week, allowing for maximum flexibility in scheduling. The students enjoy a library, cafeteria, gymnasium, and student services.

- Staff Organization

The program consists of a home economics instructor, two academic instructors, one social worker, one part-time counselor, one licensed practical nurse, and two child care aides. The principal of the adult center serves as the administrator of the Cyesis program.

- General Description of Curriculum

The curriculum is based on the Florida Frameworks and Broward County Performance Standards ensuring smooth articulation to the home school if desired.

All courses are competency-based; each student contracts for credit. Completion of the contract is based on mastery, not time. The rate of mastery is determined by the student's ability and motivation. Remediation is always available when needed. All Courses are structured on an open/entry - open/exit design providing maximum flexibility for pregnancy and post-partum recuperation.

Each Cyesis student will participate in parenting clases for credit, as well as enjoy a comprehensive (academic and vocational job preparatory) high school program. Child care services and transportation are provided for each student, thereby eliminating the "barriers" to further education.

- Number of Classes per Day

Students can attend up to seven periods a day due to this being a competency-based program.

- Projected Average Size of Classes

Due to the individualizing of each student's educational plan and the philosophy of personalized attention, the class size is limited to 20 students.

- Special Teaching Strategies or Approaches

The classroom environment is non-threatening, employing the "teacher as a counselor" model. Every effort is made to create a supportive environment for the parenting teenager.

- Grades and Number of Students to Be Served

  Due to the individualizing of each student's educational plan and the philosophy of personalized attention, the class size is limited to 20 students from grades 9 to 12.

- Student Services Provided

  A guidance counselor, social worker, licensed practical nurse, and child care aides are available to provide services for the students on an "as needed" basis.

- List of Implementation Sites

  Hallandale Teen Parent Program, Hallandale Adult Vocational Center, and Pompano Multipurpose Center.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The home economics instructor must be qualified to teach parenting, infant and child care, health and nutrition, and home and family management skills. The academic instructors must understand competency-based instruction and be comfortable with the "teacher as a counselor" techniques. The support staff (counselor, social worker, licensed practical nurse, and child care aides) must be dedicated to the goals and objectives of the program and work with the instructors as a team.

6. STAFF DEVELOPMENT ACTIVITIES

Formal inservices are conducted in the areas of:

- Understanding competency-based instruction
- Helping students set and achieve goals
- Counseling in the classroom
- Contract writing
- Health and nutrition for the young parent and child
- Motivation techniques
- Child abuse prevention

- Recognizing and preventing substance abuse
- Classroom management

Staff are also encouraged to attend workshops and conferences in their field.

7. EVALUATION PROCEDURES

Internal evaluation procedures consist of reviewing student files and maintaining anecdotal records on affective behavior.

(1) 75% of the students will remain on grade level throughout the pregnancy and post-partum periods.

(2) 75% of the students will continue their education throughout the 1987-88 school year.

(3) Students will demonstrate more confidence in parenting and higher self-esteem (anecdotal records).

(4) Students will show improved diet and health habits (anecdotal records).

(5) At least 50% will complete a job preparatory program.

(6) Student will show improvement in self-esteem and career outlook as measured through counseling.

(7) Student will show improvement in attendance as measured by attendance records.

8. PROPOSED BUDGET

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

- An advisory board will be established. Its membership will include parents, students, community residents, and representatives from community-based organizations.
- Local business will be asked to donate incentive awards to encourage regular attendance and academic/vocational excellence.
- An annual open house and Family Day will be held on site. This activity will encourage increased family involvement in the student's education and experience as a teenage parent. It will also heighten community awareness of the program and its goals.

- The child care center is being staffed and managed by the Early Childhood Development Association. This agency provides the twenty Title XX day care slots available in the Cyesis Program.
- Children's Home Society provides individual and family counseling and audio-visual materials as needed.
- The Broward County Public Health Unit provides a public health nurse for two hours per week and health educators upon request. The health educators provide pertinent information, demonstrations and training to both students and members of the staff.
- Hollywood Memorial Hospital provides tours of the hospital and its labor and delivery facilities. The Baby Saver Program (CPR for Infants) will be provided for all students and staff.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

- Each student will be given a work evaluation.
- Businesses and/or professional individuals will be asked to "Adopt-a-Student." After the student has made a career choice, these persons already established in those careers will serve as mentors to them.
- Local businesses will be asked to expose students to specific careers by allowing them to spend supervised time in their businesses.
- Speakers will make classroom presentations on an ongoing basis to familiarize the student with traditional and nontraditional careers.

(A) District/Agency Name: Broward
(B) Program Name: Hallandale Teen-Parent Program
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Home Ec. Teacher	27,393			
	200	Benefits	7,123			
5100	100	(2) P.T. Teachers 23,231	46,462			
	200	Benefits 464	928			
6100	100	(1) Social Worker	22,097			
	200	Benefits	5,754			
6120	100	(1) Counselor	31,752			
	200	Benefits	8,256			
7900	100	(1) Custodian	13,116			
	200	Benefits	3,410			
7800	100	(1) Bus Driver	12,312			
	200	Benefits	3,447			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 2

Certified Correct: Howard Hopkins
Finance Officer or Authorized Representative

Date 11,7,86

DOE USE
Audited by: _____
Date: / /

(A) District/Agency Name: Broward
(B) Program Name: Hallandale Teen-Parent Program
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7800	100	(1) Bus Aides 6,156	12,312			
	200	Benefits 1,724	3,447			
		Unit Cost	197,809			
		2 Units x Unit Cost				
		2 x 197,809	395,618			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	395,618			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 2 of 2

Certified Correct: Thomas P. Gallagher
Finance Officer or Authorized Representative

Date 11, 7, 86

DOE USE
Audited by: _____
Date: / /

-114-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: SUBSTANCE ABUSE PROGRAMS

PROGRAM TITLE: OVERVIEW OF DRUG EDUCATION, PREVENTION, AND COUNSELING SERVICES IN THE BROWARD COUNTY SCHOOL SYSTEM

The Broward County School System and the Broward community in true cooperation have made a strong commitment to dealing with the realities of substance abuse in the lives of our students.

The major components of this commitment to the education and prevention of substance abuse behavior are:

(a) Health Education Curriculum - Drug Education Curriculum

(b) Peer Counseling Component

(c) Family Counseling Centers

(d) Substance Abuse Counselor

(e) Volunteer Programs

(a) The Health Education Curriculum - Drug Education Curriculum will impact the lives of each of the students entering our school system in that it is part of the Broward County Standards of Service which calls for one-half hour of instruction weekly at the elementary level (Grades K-5), a nine-week health class at the sixth grade level, and one-half credit total of life management skills required in grades 9-12.

The K-12 drug education curriculum was designed to develop an understanding of the factors involved in using drug substances and avoiding abuse.

Prevention requires more than providing information. Prevention programs must present the facts, as well as the skills needed for forming a positive self-image, for making healthy decisions, for coping with pressures, and for forming positive attitudes.

A sampling of the curriculum contents includes:

Kindergarten
* Feelings
* Helping others
* Caution with strangers

Grade 1
* Positive self-concept
* Feelings
* Feelings affecting you
* Feelings affecting others

Grade 2
* Medications--storage and labels
* Pharmacist
* Use of non-prescription drugs
* Personal choices

Grade 3
* Decision making
* Responsible decision making
* Choices
* Responsibility
* Storage of chemicals and medicines

Grade 4
* Alcohol and tobacco
* Effects on body
* Reason for use
* Decision making
* Drinking and driving

Grade 5
* Definition of drugs
* Effects of drugs
* Alternatives to drugs
* Societal forces and drugs
* Use and misuse of substances
* Helpful drugs
* OTC drugs
* Drug abuse
* Side effects of drugs

Grade 6
* Definition of a drug
* Distinguish between over-the-counter and prescription drugs
* Drug usage--Proper use--Misuse--Abuse
* Drugs of Abuse
* Categories
  --Stimulants
  --Depressants
  --Hallucinogens
  --Narcotics
  --Volatile Chemicals
  --Cannabis
* Problems that result from abuse
* Alternatives
* History of alcohol consumption (i.e., prohibition)
* Alcohol facts and myths
* Effects of alcohol on the body
* Alcohol--related diseases
* Teenage drinking
* Alcohol and the law
* Alcoholism
* Treatment
* History of Smoking
* Composition of Tobacco Smoke
* Smoking Effects on the Body
* Smoking--related diseases
* Why young people smoke
* Secondhand Smoke
* Breaking the Habit
  --Ways to stop
  --Positive effect on the body

Grades 9-12
* Define "drug"
* Distinguish between over-the-counter and prescription drugs
* Guidelines for proper drug use
* Problems of drug abuse
* Drugs and the body and mind
* Local treatment resources

(b) The Peer Counseling Component of our substance abuse education and prevention efforts is designed to provide opportunities to involve students in activities associated with positive peer relationships and group dynamics. Peer counselors are trained with a program called T.I.P.S. or Techniques of Intervention and Prevention Strategies through Peer Counseling. This enables them to serve with information and referral services students currently experiencing substance abuse problems themselves or in their families. Each middle and high school presently has an adult counselor hired to do the coordination and training in the Peer Counseling Program. The students involved in Peer Counseling either as counselors or as recipients of peer counseling services are able to access additional support activities such as ALANON, ALATEEN, S.A.D.D., Jr, and S.A.D.D. which are partially sponsored by the peer counseling groups.

(c) The Family Counseling Centers located at Northeast High School, Bair Middle School, and South Broward High School are able to provide short-term counseling and parent education for the families of students experiencing problems including substance-related problems. The Family Counseling Centers help parents with recognizing early signs of substance abuse involvement and provide help with the training in skills and strategies for dealing with these problems.

The staff of the Family Counseling Centers work in conjunction with the Substance Abuse Counselor (description to follow) to make appropriate referrals to substance abuse treatment facilities for those individuals and families needing residential or long-term treatment.

(d) The Substance Abuse Counselor (S.A.C.) is a state and county licensed counselor who operates within the Prevention Programs Alcohol/Drug Abuse Department and is

responsible for implementing the School District's Suspension and Expulsion Policy in substance involved proceedings. The S.A.C. is responsible for screening all agencies that provide treatment and outpatient counseling services for substance abusing youth. The S.A.C. has developed a list of approved licensed agencies to which referrals are made and at times assists parents with placement.

The primary responsibility of the S.A.C. is to provide a prompt screening and assessment of each student who is in violation of Board policy and make appropriate recommendations based upon the severity of the problem. In addition, the cooperating agency informs the S.A.C. and suspending school of the progress of each referred client. When the student re-enters the regular school program, his name is given to the school's peer counseling coordinator, and this individual provides support and tracking services to insure a smooth transition from treatment to regular school program activities. These support services may include group counseling, ALATEEN, peer tutoring, and S.A.D.D. activities.

(e) Volunteer Programs provide students with organized support through positive peer pressure toward the goal of reducing or eliminating substance abusing situations in their own lives.

Me-ology is a voluntary drug prevention education program designed for the elementary level. The prevention program is utilized with students in the fifth grade and gives the students permission to say, "no," to be different, and to have custody of themselves. Me-ology gives them information and emotional ammunition for their fight against peer pressure. The program design is to help students strengthen their self-esteem. Research shows that students who feel good about themselves do not abuse their bodies. We teach that it is "cool" to be healthy rather to than abuse one's body. The seventeen-week course includes five weeks of self-awareness, communication skills and decision-making skills. Twelve

weeks deal with substance abuse, i.e., alcohol, drugs, tobacco, and legal aspects. This program is sponsored by the Junior League of Fort Lauderdale whose members volunteer their time in the schools to provide this service for the students.

Just Say "No" Clubs for Grades 4-5, S.A.D.D., Jr. Clubs for Grades 4-8, and S.A.D.D. Clubs for Grades 9-12 have an extracurricular approach to substance abuse prevention. It is intended through their activities to foster responsible decision-making among their members. These groups provide for a strong rallying point that utilizes the power of positive peer pressure and healthy alternatives to negative behaviors.

Students involved in these programs have shown improvement in attitudes toward school in general and demonstrate a higher degree of community involvement. Evolving from the S.A.D.D. program have been two additional club-type activities. "Project Graduation" is dedicated to spring break and graduation experience for high school seniors free of substance abuse. "Teens against Drugs" is another effort to encourage high school students to reduce and eliminate the incidence of drug abuse in their lives.

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: SUBSTANCE ABUSE PROGRAMS

PROGRAM TITLE: TREATMENT CENTER EDUCATIONAL PROGRAMS

LEVELS: Grades K-12

1. GENERAL GOAL

The overall goal of such programs is to increase the likelihood that students with drug and/or alcohol-related problems are provided with an educational program that will lead toward high school graduation while the student is attending substance abuse treatment.

PROGRAM OBJECTIVES

Objective 1 - The student will attend 90% of the education sessions offered during participation in this program.

Objective 2 - The student will complete 90% of the assigned coursework during participation in this program.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Any K-12 student enrolled in a drug or alcohol residential or day treatment program.

3. STUDENT ADMISSIONS PROCEDURES

The student is admitted to the educational component of the treatment program when accepted as a participant in the drug or alcohol treatment program.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

A quiet, private area within the physical environment of the treatment facilities conducive to educational activities.

- Staff Organization

A certified teacher will serve the students in the program.

- General Description of Curriculum

  Appropriate curriculum will be provided to parallel as closely as possible the student's course of study in his/her home school prior to treatment status.

- Number of Classes per Day

  Classes will vary depending on the design of the treatment program.

- Projected Average Size of Classes

  There will be about 18 students per class.

- Special Teaching Strategies or Approaches

  Individualized and tutorial. Competency-based when appropriate

- Grades and Number of Students to Be Served

  All grade levels K-12 will be served.

  Care Unit will serve up to 30 students.

  Coral Ridge Hospital will serve up to 10 students.

  Fort Lauderdale Hospital will serve up to 12 students.

  Humana-South Broward will serve up to 17 students.

- Student Services Provided

  These services will be provided by the treatment facility.

- List of Implementation Sites

  Care Unit - Coral Springs

  Coral Ridge Hospital - Fort Lauderdale

  Fort Lauderdale Hospital - Fort Lauderdale

  Humana Hospital-South Broward - Hollywood

  These site locations are presently being analyzed to determine the most appropriate program design for delivery of educational services to the students utlizing these facilities. A determination will be made as to which of these sites, if any, will be served by Dropout Prevention funding.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The teacher must be certified and interested in working with students with substance abuse problems.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses to include:

- Causes, treatment, and recognition of substance abuse
- Behavior Management Techniques
- Affective Education Strategies
- Individualization Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Attendance data will be utilized to determine students' participation in educational sessions.

Objective No. 2 - Completion of assignments will be monitored to determine a student's progress.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Teacher-parent conferences will be held as needed to evaluate a participant's educational progress.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

See general section.

(A) District/Agency Name: Broward

(B) Program Name: Treatment Center Educational Program Substance Abuse

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	500	Materials and Supplies	500			
		Unit Cost	31,822			
		4 (Units) x 31,822	127,288			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	127,288			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____ Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11,7,86

DOE USE: Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: SUBSTANCE ABUSE PROGRAMS

PROGRAM TITLE: STARTING PLACE

LEVELS: Middle
High

1. GENERAL GOAL

The Starting Place is a nonprofit drug abuse mental health facility which serves the youth of South Florida. It is a therapeutic community for adolescents and their families as they learn to cope with life's situations. From a modest beginning in a small warehouse in 1970, The Starting Place has grown to a staff of fifty-one professional, dedicated counselors and support staff. The physical plant has expanded from 1500 square feet to 20,000. The general goals are:

(1) To provide programs for the adolescent whose behavior has become self-defeating and, as a result, destructive to the family.

(2) To provide education, rehabilitation, and referral services to those adolescents whose lives have been adversely affected by behavior problems.

(3) To provide an intensive therapeutic intervention while maintaining the stability of the families.

(4) To provide educational and therapeutic structure for youth in order to give the families the opportunity to work on their problems.

(5) To provide the opportunity for adolescents to learn practical life skills necessary to gain confidence.

(6) To provide academic and vocational training which leads to a high school diploma or its equivalent.

(7) To develop productive, emotionally stable, and drug-free individuals.

(8) To prepare youth to function in community by maintaining employment or full-time student status in conjunction with reasonably stable lifestyles.

PROGRAM OBJECTIVES

(1) The annual dropout rate among students participating in the program will be no greater than that of the entire school district as measured by districtwide data collection procedures.

(2) 75% of the students in the program will, by the end of their first nine weeks, express a more positive attitude toward school as measured by the school attitude survey.

(3) When compared to grades earned in the traditional school, 75% of the students will have improved grades in at least two subjects by the completion of the program.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students ranging from ages 13-17 who are experiencing problems with substance abuse (drugs/alcohol), anti-social behavior (juvenile delinquency), and/or family conflicts are referred by parents, court, and/or some referring agency, such as HRS.

3. STUDENT ADMISSIONS PROCEDURES

Initial intake appointment is scheduled which both client and parents must attend. This intake appointment is conducted by an experienced counselor who applies his/her expertise, experience in diagnosis and assessment to determine the type of treatment best for the client.

If recommendation is for the client to enter this program a second interview is set up to:

(1) further evaluate appropriateness

(2) assess motivation of client and family

(3) sign papers

(4) arrange finances

(5) arrange for physical examination

Prior to entry, the following must be obtained

(1) withdrawal slip and withdrawal grades from previous school

(2) copy of Social Security card

(3) copy of Birth Certificate

(4) physical report including medical history

Student is introduced into the program and enrolls immediately into appropriate classes.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

The Starting Place is a private, community based agency, licensed by the Department of Health and Rehabilitative Services. It enjoys a tax-exemption from IRS as a 501 (c) corporation.

- Staff Organization

The staff at The Starting Place consists of 51 professional, dedicated counselors, support staff, 4 full-time teachers, and 1 part-time teacher. The counselors are all at the minimum of master's level in psychology and related fields. There are also several Ph.D. candidates.

- General Description of Curriculum

The Starting Place is divided into three programs: Day Care Adolescent Programs, Residential Adolescent Program, and The Plus Program. In all three units, the adolescents range in age from 13-18 and attend seven hours of public school instruction. Areas of study for these students include English, reading, science, mathematics, life management skills, physical education, and social studies.

In the Day Care Adolescent Program, young people come in for treatment five days a week, ten hours a day for a minimum of six months. A typical day in this program includes an individualized school program provided by South Broward High School.

The Residential Program is a highly structured environment where youngsters come to live while under 24-hour supervision. The youngsters, in coordination with their families, have the opportunity to reexamine their lifestyles, values and goals. Parents are intricately involved

with the therapeutic process by attending multifamily and parent groups. After attending school on the premises and receiving counseling, the students learn how to live and function in socially acceptable and responsible ways.

The Plus Program (Practical Living and Usable Skills) is highly structured and professionally supervised and is a nine-to-twelve-week residential program for adolescents. The program focuses on the special needs of adolescents with histories of maladaptive behaviors and drug abuse problems. After attending South Broward High School classes on the premises and receiving counseling, the students receive direction in acquiring information about the future and the world of work. They develop skills for further training in the vocational field, part-time employment, and for sucessfully reentering the regular school classes. The Plus Program also has a residential, five-bed program for adolescents who need treatment for alcohol dependency. These students attend clinics and participate in treatment activities supervised by Broward County Alcohol Specialists. These adolescents are exposed to the fellowship of Alcoholics Anonymous, and the treatment at The Starting Place is followed by an outpatient program for a maximum of two years with the County Alcohol Unit.

- Number of Classes per Day

  Each student attends seven periods per day.

- Projected Average Size of Classes

  The classes consist of approximately 17 students in each class.

- Special Teaching Strategies or Approaches

  Instruction is individualized to meet the needs of each student. Weekly assessment of the student's behavior and academic achievement is reported to counselors and parents. Parent/teacher meetings are held every nine weeks, as well as individual conferences with parents when requested.

- Grades and Number of Students to Be Served

  The classes consist of approximately 17 students in each class ranging from sixth to twelfth grade.

- Student Services Provided

  Weekly assessment of the student's behavior and academic achievement is reported to counselors and parents. Parent/teacher meetings are held every nine weeks, as well as individual conferences with parents when requested.

- List of Implementation Sites

  The Starting Place

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The program will be staffed by a certified teacher. The following characteristics should be considered in selecting staff: (1) Desire to work in the program, (2) Desire and ability to work with problem students, (3) Expertise in behavior management techniques.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses to include:

- Causes, Treatment, and Recognition of Substance Abuse
- Behavior Management Techniques
- Affective Education Strategies
- Individualization Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - The dropout rate for students in this program will be compared to the district dropout rate which will be provided by the district's Research Department.

Objective No. 2 - Pre- and Post-design of students' attitudes at placement compared to students' attitudes after nine weeks in the program as measured by a school attitude survey.

Objective No. 3 - Pre- and Post-design to compare grades in traditional school setting with grades earned in this program.

8. PROPOSED BUDGET

See attached FA 399 form.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The parents are an important part of the student's involvement in the program. Parents are integrally involved with the therapeutic process along with the student.

Through the public speaking format conducted at The Starting Place, the staff and clients share with parents, youth, and other concerned community members the current status of drug problems and family issues. Speaking at schools, synagogues, churches, and civic organizations, The Starting Place shares information through lectures, films, and current statistics in the hope of preventing problems and educating students and parents to recognize the signs and dangers of drug abuse.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

In addition to therapy and the regular academic subjects, all students are exposed to vocational and career training and the acquisition of life skills.

(A) District/Agency Name: Broward
(B) Program Name: Starting Place
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(7) Teachers	174,004			
	200	Benefits	45,241			
5100	100	(3) Teachers (32 Day)	8,117			
	200	Benefits	2,110			
7300	100	(.57) Registrar	8,091			
	200	Benefits	2,140			
7300	100	(.14) Data Entry Clerk	2,153			
	200	Benefits	560			
7300	100	(.14) Secretary	2,002			
	200	Benefits	521			
7300	100	(.07) Assistant Principal	2,800			
	200	Benefits	728			
5100	510	Materials and Supplies	2,155			
		The School Board of Broward County				
		supplements this program above FTE.				
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	223,622			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11,7,86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: FULL-TIME DISCIPLINARY PROGRAM

LEVEL: Elementary

1. GENERAL GOAL

The goal of the disciplinary dropout prevention program is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

PROGRAM OBJECTIVES

(1) Out-of-School suspensions for participating students will be 50% less than the previous school year.

(2) 25% of the students in the program will receive fewer disciplinary referrals than in the previous school year.

(3) 75% of the participating students will improve their grades in at least two academic subjects by one letter grade.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students placed in the self-contained disciplinary program will meet one or more of the following characteristics:

(1) Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

(2) Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

(3) Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

3. STUDENT ADMISSIONS PROCEDURES

School-based staff are required to attempt a continuum of educational and student services interventions prior to assigning a disruptive student to a disciplinary program of more than ten days in duration.

(a) Prior to consideration of a student for admission, the following interventions will have been tried:

(1) Parent-Teacher conference(s)

(2) Student referral(s) to guidance counselor

(3) Student referral(s) to principal

(4) Documentation of disciplinary interventions attempted and results.

(b) A staff member will contact the parent or guardian to explain the program, its structure, and benefits for the child.

(c) A parent or guardian may choose to have a student placed in this program.

(d) The child is placed in the program at the earliest appropriate date and the parent or guardian is notified of the placement.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

A separate classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

This program will be taught by a certified teacher.

- General Description of Curriculum

Curriculum will reflect Broward County standards of service for the elementary school level. Primary emphasis will be placed on academic subjects.

- Number of Classes per Day

Student instruction will involve 300 minutes per day.

- Projected Average Size of Classes

13-15 students from no more than three grade levels in any one class.

- Special Teaching Strategies or Approaches

  A structured behavior management system and nonpunitive educational activities designed to improve problem-solving skills will be utilized.

- Grades and Number of Students to Be Served

  Grades 1-5. All students who meet the eligibility criteria in the school will have access to this program pending program availability.

- Student Services Provided

  The services of the primary specialist, guidance counselor, school social worker, and school psychologist as appropriate.

- List of Implementation Sites

  Regular K-5 schools may choose this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The program will be staffed by a certified teacher. The following characteristics should be considered in selecting staff:

(1) A Desire to work in the program

(2) The desire and ability to work with problem students

(3) Expertise in behavior management techniques

(4) The desire and ability to identify and solve underlying causes of student behavior rather than merely modifying the symptoms (i.e., misbehavior)

(5) A patient, caring, and commited attitude toward students

(6) The ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement

(7) The ability to utilize school and community resources to the best benefit of students

(8) The ability to utililize a variety of instructional approaches to meet the needs of individual learning styles of students.

(9) The ability to act as teacher/advisor and to facilitate affective activities within the classroom

(10) Flexibility

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include, but not be limited to:

- Behavior Management Techniques
- Affective Education Strategies
- Individualization Strategies
- Learning Styles/Prescriptive Teaching
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Success of the student in the self-contained disciplinary model will be evaluated using the following methods:

Objective No. 1 - Pre- and post-comparison of the number of our of school suspension for participating students before and during the program.

Objective No. 2 - Pre- and post-comparison of number of disciplinary referrals.

Objective No. 3 - Pre- and post-comparison of report card grades

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Periodic parental contact such as telephone calls, conferences, and/or written communications regarding student progress will be initiated by school staff during the duration of a student placement.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be exposed to and included in the Career Awareness and Career Day activities provided for the students at the elementary school level. This will be an ongoing process through use of film strips and guest speakers from various career areas.

DISCIPLINARY PROGRAMS
ELEMENTARY SCHOOL
FULL-TIME
SITE LOCATIONS

Norcrest
Sanders Park

Miramar
Sheridan Park

Larkdale
Riverland
Rock Island
Sabal Palm
Westwood Heights
Wilton Manors

(A) District/Agency Name: Broward
(B) Program Name: Elementary-Disciplinary
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		(Serves 18 students)				
		9 (Units) x 31,822	286,398			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	286,398				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%	
	(10) TOTAL FEDERAL FUNDS					
	(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: FULL-TIME DISCIPLINARY PROGRAM

LEVEL: Middle

1. GENERAL GOAL

The goal of the disciplinary dropout prevention program is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

PROGRAM OBJECTIVES

(1) Out-of-school suspensions for participating students will be 50% less than the previous school year.

(2) 25% of the students in the program will receive fewer disciplinary referrals than during the previous school year.

(3) 75% of the participating students will improve their grades by one letter in at least two academic subjects.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students placed in the self-contained disciplinary program will meet one or more of the following characteristics:

(1) Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

(2) Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

(3) Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

3. STUDENT ADMISSIONS PROCEDURES

Prior to placement in a disciplinary program of more than ten days in duration, school personnel will be required to attempt a continuum of educational and student services interventions.

(a) Prior to of a student for admission, the following interventions will have been tried:

(1) Parent-Teacher conference(s)

(2) Student referral(s) to guidance counselors

(3) Student referral(s) to administrators

(4) Documentation of disciplinary interventions attempted and results.

(b) A staff member will contact the parent or guardian to explain the program, its structure, and benefits for the child.

(c) A parent or guardian may choose to have a student placed in this program.

(d) The child is placed in the program at the earliest appropriate date and the parent or guardian is notified of the placement.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

A separate classroom within the school building or confines of the school plant will be provided with adequate desks, tables, chairs and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

A certified teacher shall be assigned to the disciplinary program for the five academic subject areas. Students will be able to avail themselves of school support personnel, such as guidance counselors, media personnel, and others.

- General Description of Curriculum

Curriculum will be based on the regular Broward County middle school curriculum and Standards of Service.

- Number of Classes per Day

  Participating students will be assigned to the disciplinary program for five academic subjects.

- Projected Average Size of Classes

  There will be a maximum of 15 students per class.

- Special Teaching Strategies or Approaches

  A structured behavior management system and nonpunitive educational activities designed to improve problem-solving skills will be utilized.

- Grades and Number of Students to Be Served

  Students in Grades 6-8 will be served through the disciplinary model. Students will be placed in the disciplinary program for periods of nine to eighteen weeks. No student is to spend more than eighteen weeks in the full-time disciplinary program without a meeting involving school personnel/parent/student to determine the need for continued placement.

- Student Services Provided

  The services of the guidance counselors, school social worker, peer counselors, and school psychologist will be provided as needed.

- List of Implementation Sites

  Regular 6-8 schools may choose this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The following characteristics shall be considered in selecting staff:

(1) A Desire to work in the program

(2) The desire and ability to work with problem students

(3) The desire and ability to identify and solve underlying causes of student behavior rather than merely modifying the symptoms (i.e., misbehavior)

(4) A patient, caring, and commited attitude toward students

(5) The ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement

(6) The ability to utilize school and community resources to the best benefit of students

(7) The ability to utililize a variety of instructional approaches to meet the needs of individual learning styles of students.

(8) The ability to act as teacher/advisor and to facilitate affective activities within the classroom

(9) Expertise in behavior management techniques

(10) Flexibility

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include, but not be limited to:

- Behavior Management Techniques
- Affective Education Strategies
- Learning Styles/Prescriptive Teaching
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Success of the student in the self-contained disciplinary model will be evaluated using the following methods:

Objective No. 1 - Pre- and post-comparison of the number of out-of-school suspension for participating students before and during the program.

Objective No. 2 - Pre- and post-comparison of number of disciplinary referrals.

Objective No. 3 - Pre- and post-comparison of report card grades.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents will be encouraged to attend parent training sessions provided by the school or at sites other than the home school if that school is unable to provide a program for parent training.

If a school has a "Partner in Excellence," this business organization will be encouraged to participate in activities related to career awareness for the students.

Regular contact regarding the progress of the student will be maintained by the teacher through such means as telephone calls, achievement reports, and conferences.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will participate in any scheduled school-wide career awareness activity. Additional ongoing career activities may be provided to participating students by support services personnel.

DISCIPLINARY PROGRAMS
MIDDLE SCHOOL
FULL-TIME
SITE LOCATIONS

Crystal Lakes
Pompano Beach

Perry

Rogers

(A) District/Agency Name: Broward
(B) Program Name: Middle-Disciplinary
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	515	Materials and Supplies	500			
		Unit Cost	31,822			
		(Serves 18 Students)				
		6 (Units) x 31,822	190,932			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	190,932			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date: 11/7/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: PART-TIME DISCIPLINARY PROGRAM

LEVEL: High

1. GENERAL GOAL

The general goal of the disciplinary dropout prevention program is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

PROGRAM OBJECTIVES

(1) Out-of-school suspensions for participating students will be 50% less than the previous school year.

(2) 25% of the students in the program will receive fewer disciplinary referrals than during the previous school year.

(3) 75% of the participating students will improve their grades by one letter in at least two academic subjects.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

A student will be eligible for this program if he/she is characterized by the following:

(1) Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

(2) Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

(3) Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

3. STUDENT ADMISSIONS PROCEDURES

Prior to placement in a disciplinary program of more than ten days in duration, school personnel will be required to attempt a continuum of educational and student services interventions.

(a) Prior to acceptance of a student for admission, the following interventions will have been tried:

(1) Parent-Teacher conference(s)

(2) Student referral(s) to guidance counselors

(3) Student referral(s) to administrators

(4) Documentation of disciplinary interventions attempted and results.

(b) A staff member will contact the parent or guardian to explain the program, its structure, and benefits for the child.

(c) A parent or guardian may choose to have a student placed in this program.

(d) The child is placed in the program at the earliest appropriate date and the parent or guardian is notified of the placement.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

A separate classroom within the school building or confines of the school plant will be provided with adequate desks, tables, chairs and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

Certified teachers shall be assigned to the disciplinary program for the three required courses offered at the program site. Students will be able to avail themselves of school support personnel, such as guidance counselors, media personnel, and others.

- General Description of Curriculum

The curriculum will be determined at each school by the administrative staff. The curriculum offerings will emphasize those courses required for a High School Diploma. Some consideration may be given to including a

non-academic course with the academic component if it provides for the needs of the students enrolled in the disciplinary programs.

- Number of Classes per Day

  Three classes per day.

- Projected Average Size of Classes

  There will be a maximum of 17-18 students per class.

- Special Teaching Strategies or Approaches

  A structured behavior management system and nonpunitive educational activities designed to improve problem-solving skills will be utilized.

- Grades and Number of Students to Be Served

  Students in Grades 9-12 will be served. Students will be placed in the disciplinary program for periods of nine to eighteen weeks. No student is to spend more than eighteen weeks in the disciplinary program without a meeting involving school personnel/parent/student to determine the need for continued placement.

- Student Services Provided

  Peer counseling at the secondary level may serve students in this program. School counselors will work with these students on a regular or intermittent basis as appropriate, individually or in small groups. Peer counselors and the school psychologist will be provided as needed.

- List of Implementation Sites

  All regular high schools may choose this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The following characteristics shall be considered in selecting staff:

(1) A Desire to work in the program

(2) The desire and ability to work with problem students

(3) The desire and ability to identify and solve underlying causes of student behavior rather than merely modifying the symptoms (i.e., misbehavior)

(4) A patient, caring, and commited attitude toward students

(5) The ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement

(6) The ability to utilize school and community resources to the best benefit of students

(7) The ability to utilize a variety of instructional approaches to meet the needs of individual learning styles of students.

(8) The ability to act as teacher/advisor and to facilitate affective activities within the classroom

(9) Expertise in behavior management techniques

(10) Flexibility

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include, but not be limited to:

- Behavior Management Techniques (classroom managment)
- Affective Education Strategies
- Individualized Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

Orientation for new teachers will be provided by the principal or principal's designee.

7. EVALUATION PROCEDURES

Objective No. 1 - Pre- and post-design which will compare the number of out-of-school suspensions before and during participation in the program.

Objective No. 2 - Pre- and post-design of the comparison of number of disciplinary referrals.

Objective No. 3 - Pre- and post-comparison of report card grades.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents of students participating in the disciplinary education program will be encouraged by school personnel to become involved in parent training groups, parent support groups, and Parent Advisory meetings as they are offered by the school.

Regular contact regarding the progress of the student will be maintained by the teacher through such means as telephone calls, achievement reports, and conferences.

If a school has a "Partner in Excellence," this business organization will be encouraged to participate in activities related to career awareness of the students.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be exposed to and included in the Career Awareness and Career Day activities provided for students at the high school level. This will be an ongoing process through the use of film strips and guest speakers from various career areas.

DISCIPLINARY PROGRAMS
HIGH SCHOOL
PART-TIME
SITE LOCATIONS

Fort Lauderdale

(A) District/Agency Name: Broward
(B) Program Name: High School-Disciplinary Part-Time
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(.5) Teacher	12,430			
	200	Benefits	3,232			
5100	510	Materials and Supplies	300			
		Unit Cost	15,962			
		(Serves 18 Students)				
		2 (Units) x 15,962	31,924			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	31,924			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%
	(10) TOTAL FEDERAL FUNDS				
	(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Bruce V. Gordon
Finance Officer or Authorized Representative

Date 11/17/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: FULL-TIME DISCIPLINARY PROGRAM

LEVEL: High

1. GENERAL GOAL

The general goal of the disciplinary dropout prevention program is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

PROGRAM OBJECTIVES

(1) Out-of-school suspensions for participating students will be 50% less than the previous school year.

(2) 25% of the students in the program will receive fewer disciplinary referrals than during the previous school year.

(3) 75% of the participating students will improve their grades by one letter in at least two academic subjects.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

A student will be eligible for this program if he/she is characterized by the following:

(1) Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

(2) Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

(3) Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

3. STUDENT ADMISSIONS PROCEDURES

Prior to placement in a disciplinary program of more than ten days in duration, school personnel will be required to attempt a continuum of educational and student services interventions.

(a) Prior to acceptance of a student for admission, the following interventions will have been tried:

(1) Parent-Teacher conference(s)

(2) Student referral(s) to guidance counselors

(3) Student referral(s) to administrators

(4) Documentation of disciplinary interventions attempted and results.

(b) A staff member will contact the parent or guardian to explain the program, its structure, and benefits for the child.

(c) A parent or guardian may choose to have a student placed in this program.

(d) The child is placed in the program at the earliest appropriate date and the parent or guardian is notified of the placement.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

A separate classroom within the school building or confines of the school plant will be provided with adequate desks, tables, chairs and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

Certified teachers shall be assigned to the disciplinary program for the five required courses offered at the program site. Students will be able to avail themselves of school support personnel, such as guidance counselors, media personnel, and others.

- General Description of Curriculum

The curriculum will be determined at each school by the administrative staff. The curriculum offerings will emphasize those courses required for a High School Diploma. Some consideration may be given to including a

non-academic course with the academic component if it provides for the needs of the students enrolled in the disciplinary programs.

- Number of Classes per Day

  Five classes per day.

- Projected Average Size of Classes

  There will be a maximum of 17-18 students per class.

- Special Teaching Strategies or Approaches

  A structured behavior management system and nonpunitive educational activities designed to improve problem-solving skills will be utilized.

- Grades and Number of Students to Be Served

  Students in Grades 9-12 will be served. Students will be placed in the disciplinary program for periods of nine to eighteen weeks. No student is to spend more than eighteen weeks in the disciplinary program without a meeting involving school personnel/parent/student to determine the need for continued placement.

- Student Services Provided

  Peer counseling at the secondary level may serve students in this program. School counselors will work with these students on a regular or intermittent basis as appropriate, individually or in small groups. Peer counselors and the school psychologist will be provided as needed.

- List of Implementation Sites

  All regular high schools may choose this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The following characteristics shall be considered in selecting staff:

(1) A Desire to work in the program

(2) The desire and ability to work with problem students

(3) The desire and ability to identify and solve underlying causes of student behavior rather than merely modifying the symptoms (i.e., misbehavior)

(4) A patient, caring, and commited attitude toward students

(5) The ability and expertise to diagnose true academic difficulties as opposed to motivational reasons for lack of achievement

(6) The ability to utilize school and community resources to the best benefit of students

(7) The ability to utilize a variety of instructional approaches to meet the needs of individual learning styles of students.

(8) The ability to act as teacher/advisor and to facilitate affective activities within the classroom

(9) Expertise in behavior management techniques

(10) Flexibility

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses shall include, but not be limited to:

- Behavior Management Techniques (classroom managment)
- Affective Education Strategies
- Individualized Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

Orientation for new teachers will be provided by the principal or principal's designee.

7. EVALUATION PROCEDURES

Objective No. 1 - Pre- and post-design which will compare the number of out-of-school suspensions before and during participation in the program.

Objective No. 2 - Pre- and post-design of the comparison of number of disciplinary referrals.

Objective No. 3 - Pre- and post-comparison of report card grades.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parents of students participating in the disciplinary education program will be encouraged by school personnel to become involved in parent training groups, parent support groups, and Parent Advisory meetings as they are offered by the school.

Regular contact regarding the progress of the student will be maintained by the teacher through such means as telephone calls, achievement reports, and conferences.

If a school has a "Partner in Excellence," this business organization will be encouraged to participate in activities related to career awareness of the students.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be exposed to and included in the Career Awareness and Career Day activities provided for students at the high school level. This will be an ongoing process through the use of film strips and guest speakers from various career areas.

DISCIPLINARY PROGRAMS
HIGH SCHOOL
FULL-TIME
SITE LOCATIONS

Ely
Fort Lauderdale
Anderson, Boyd

(A) District/Agency Name: Broward
(B) Program Name: Disciplinary Programs High School - Full-Time
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		(Serves 18 Students)				
		3 (Units) x 31,822	95,466			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	95,466			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: IN-SCHOOL SUSPENSION

LEVELS: Elementary
Middle
High

1. GENERAL GOAL

The general goal of disciplinary dropout prevention programs is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

PROGRAM OBJECTIVES

(1) Out-of-school suspensions for participating students will be 50% less than the previous year.

(2) 25% of the students in the program will receive fewer disciplinary referrals than in the previous school year.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

A student will be eligible for this program if he/she has a history of disruptive behavior in school or if he/she has committed offenses which may warrant suspension or expulsion according to the district's code of student conduct. Disruptive Behavior includes behavior which severely threatens the general welfare of students or others with whom students come into contact, behavior which interferes with the students own learning or the educational process of others, and behavior which results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of school.

3. STUDENT ADMISSIONS PROCEDURES

- Upon determination of the appropriateness of placement, the administrator will assign the student to this program for a designated period of time not to exceed ten school days.

- Upon the determination of a suspendable offense, the administrator can elect to place the student in the program in lieu of external suspension.
- Student and/or parent may request placement in the program in lieu of external suspension.
- The parent will be notified in writing of the student's placement in this program.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  A separate classroom or other facility within the school building or confines of the school plant with adequate desks, tables, chairs, and teaching aids to include all supplies and materials available to the school student population.

- Staff Organization

  Will be monitored by a certified teacher.

- General Description of Curriculum

  Course work prescribed by the regular academic teacher. Completed work would earn regular class credit.

  or

  Learning Activity Packages designed with specific content. Upon completion of this program, the student may make up course work missed during the period of Internal Suspension.

- Number of Classes per Day

  Will vary based on the severity of the offense to be determined by the assigning administrator.

- Projected Average Size of Classes

  No more than 18 students per class period for Grades K-3

  No more than 23 students per class period for Grades 4-8.

  No more than 23 students per class period for Grades 9-12.

- Special Teaching Strategies or Approaches

  Individualized assignments and individual help with problem material.

- Grades and Number of Students to Be Served

  The grade levels of this program will encompass kindergarten through the twelfth grade. All students who meet the eligibility criteria in the school will have access to this program.

- Student Services Provided

  Peer counseling at the secondary level may serve students in this program. School counselors may work with these students on a regular or intermittent basis as appropriate, individually or in small groups. The school psychologist will be provided as needed.

- List of Implementation Sites

  Regular K-12 schools may choose this program. See attached list of program sites.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   The staff person(s) will be certified teacher(s). The following characteristics shall be considered in selecting staff: (1) Desire to work in the program, (2) Desire and ability to work with problem students, (3) Expertise in behavior management techniques.

6. STAFF DEVELOPMENT ACTIVITIES

   Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

   Inservice courses to include:

   - Behavior Management Techniques
   - Affective Education Strategies
   - Individualization Strategies
   - Learning Styles
   - Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Individualized Disciplinary folders will be the primary source of evaluative information used to determine the success of the Internal Suspension Program.

Objective No. 1 - A pre- and post-comparison of the number of out-of-school suspensions for participating students before and during the program.

Objective No. 2 - A pre- and post-design comparing the number of disciplinary referrals received by participating students.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Refer to general section.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Refer to general section.

INTERNAL SUSPENSION
ELEMENTARY SCHOOL
SITE LOCATIONS

Hunt, James
Lloyd Estates
Tamarac

Colbert
Davie
Griffin
Pembroke Pines
Perry, Annabel
Watkins

Banyan
Plantation
Riverland
Sandpiper
Sunland Park

(A) District/Agency Name: Broward

(B) Program Name: Disciplinary Programs Elementary - Internal Suspension

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		(Based on 18:1 ratio)				
		11 (Units) x 31,822	350,042			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	350,042				
	(9) REIMBURSEMENT PERCENT	%	%	%	%	
FEDERAL PROGRAMS ONLY	(10) TOTAL FEDERAL FUNDS					
COMPLETE ROWS (9), (10), & (11):	(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Steve P. Gardiner
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

INTERNAL SUSPENSION
MIDDLE SCHOOL
SITE LOCATIONS

Crystal Lakes
Deerfield Beach

Attucks
McNicol
Perry

Lauderhill
Plantation
Sunrise

(A) District/Agency Name: Broward

(B) Program Name: Disciplinary Programs Middle School - Internal Suspension

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1.2) Teacher	29,831			
	200	Benefits	7,756			
5100	510	Materials and Supplies	500			
		Unit Cost	38,087			
		(Based on 18:1 ratio)				
		13 (Units) x 38,087	495,131			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	495,131			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas P. Gaughan
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

INTERNAL SUSPENSION
HIGH SCHOOL
SITE LOCATIONS

Coral Springs
Anderson, Boyd
South Plantation
Nova
Western

(A) District/Agency Name: Broward

(B) Program Name: Disciplinary Programs ~~High School - Internal Suspension~~

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☑ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1.4) Teachers	34,803			
	200	Benefits	9,048			
5100	510	Materials and Supplies	500			
		Unit Cost	44,351			
		(Based on 18:1 ratio)				
		6 (Units) x 44,351	266,106			

ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)	266,106				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):	(9) REIMBURSEMENT PERCENT	%	%	%	%	
	(10) TOTAL FEDERAL FUNDS					
	(11) FEDERAL PROGRAM INCOME					

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas F. Gutman
Finance Officer or Authorized Representative

Date: 11/7/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: NORTH POINT SCHOOL

LEVELS: Middle
High

The School Board of Broward County, Florida, established North Point School as a behavior modification school on June 15, 1978, to serve north area schools. North Point School is designed to meet the needs of the disinterested, disruptive, and unsuccessful student, as well as those students who are unable to adjust socially to regular education programs.

1. GENERAL GOAL

The goal of North Point School is to provide positive alternatives for students identified as disinterested, disruptive, and/or unsuccessful in the regular school environment.

PROGRAM OBJECTIVES

Objective 1 - 60% of the students will exhibit reduced incidents of negative social behavior by 50%.

Objective 2 - 60% of the students will improve attendance by at least 25%.

Objective 3 - By the end of one full semester after entry into the program, 60% of the students will have improved their grades by one letter grade in a minimum of two subjects.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

(1) Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

(2) Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.

(3) Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

(4) A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).
Lack of sufficient involvement in the regular school program as evidenced by grades not commensurate with documented ability levels and/or documentation provided by student services personnel.

3. STUDENT ADMISSIONS PROCEDURES

Students are assigned by the North Area Superintendent upon the recommendation of the student's home school principal. Additionally, students can be assigned to North Point School following a due process hearing, by parent request, and by Youth Service Agency requests to the Superintendent. Exceptional Education students are assigned by the Eligibility and Program Placement Committee subject to approval by the Director of Exceptional Student Education. A student must have a complete psychological evaluation prior to placement at North Point.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Ten portables comprise the facility in total. Six are used as classrooms, one as a bathroom facility, one as teacher planning, one as an office, and one as a guidance office. The facility has an outdoor recreational area.

- Staff Organization

Staff is comprised of nine teachers, one guidance director, one psychologist, one principal, one assistant principal, and one office manager.

- General Description of Curriculum

Students are assigned a full-time schedule in accordance with the School Board approved standards for middle and high school students. The

curriculum includes english, mathematics, science, social studies, shop, home economics, work experience, and physical education.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  12 students

- Special Teaching Strategies or Approaches

  Group instruction with emphasis on basic skills. Tutoring in order to meet specific educational needs. Individual prescriptions when appropriate.

- Grades and Number of Students to Be Served

  Grades 6-12. Total of 80 students (50 classified as Dropout Prevention and 30 classified as ESE).

- Student Services Provided

  The Guidance Department provides individual, group, and parental counseling services. Each student is also involved with the IMPACT program for the education and prevention of substance abuse.

- List of Implementation Sites

  North Point School

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   The faculty and staff are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

   School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

7. EVALUATION PROCEDURES

   Objective No. 1 - Pre-Post design comparing behavior referrals prior to

placement to that during the program.

Objective No. 2 - Pre-Post design comparing attendance prior to placement to attendance during placement.

Objective No. 3 - Pre-Post design utilizing grades earned in targeted subjects during at least one semester of participation in the program.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The North Point School Advisory has been established to provide parent, student, community, and business participation. Representatives of the school are selected for the Chamber of Commerce, Board Task Force, Principals Associations, and Vocational, Technical, and Adult Educators Associations.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Career programs are planned for each nine-week period. Work experience classes are provided. On-the-job training is arranged for eligible students. Prevocational skills, and home economics skills are scheduled for all students.

(A) District/Agency Name: Broward
(B) Program Name: North Point School
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(6) Teachers	147,978			
	200	Benefits	39,954			
	500	Supplies	10,000			
5200	100	(3) Teachers (Exceptional)	73,989			
	200	Benefits	19,977			
	500	Supplies	1,000			
5500	100	Team Leader (Supplement)	546			
	200	Benefits	147			
6120	100	Guidance Director (Supplement)	2,183			
	200	Benefits	589			
5500	100	Textbook (Supplement)	546			
	200	Benefits	147			
5500	100	Substitute Calling (Supplement)	546			
	200	Benefits	147			
5500	100	Substitutes	2,943			
	200	Benefits	1,089			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 3

Certified Correct: Thomas F. Gaskin
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

(A) District/Agency Name Broward

(B) Program Name North Point School

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY
AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number 060

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6120	100	Guidance Director	31,502			
	200	Benefits	8,506			
6140	100	Psychologist	28,095			
	200	Benefits	7,586			
7300	300	Purchased Services	500			
7300	500	Supplies	1,000			
7300	100	Principal	46,760			
	200	Benefits	17,296			
7300	100	Assistant Principal	41,712			
	200	Benefits	15,429			
7300	100	Office Manager	19,732			
	200	Benefits	5,327			
7300	100	Registrar	17,344			
	200	Benefits	4,683			
7300	100	Budget Keeper	16,538			
	200	Benefits	4,465			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 2 of 3

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

(A) District/Agency Name Broward

(B) Program Name North Point School

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number 060

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7300	100	Secretary	15,899			
	200	Benefits	4,293			
7300	100	Curriculum Specialist	31,502			
	200	Benefits	8,506			
	100	Facilitator (Supplement)	546			
	200	Benefits	147			
7700	100	Security Specialist	23,665			
	200	Benefits	6,389			
7300	100	Head Custodian	17,979			
	200	Benefits	4,854			
7800	100	Service Person	14,551			
	200	Benefits	3,929			
	100	Bus Driver	6,831			
	200	Benefits	2,554			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	709,901			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 3 of 3

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTIONS

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: THE CENTRAL AREA ALTERNATIVE PROGRAM AT NEW RIVER MIDDLE

LEVEL: Middle

1. GENERAL GOAL

The Central Area Alternative Program for students in Grades 6-8 is designed to modify the behavior of chronically dysfunctional youth and and mainstream them into our schools and community. The ultimate goal of the program is to bring students to the level of academic, social and emotional competencies needed to successfully complete education in the regular home school program.

PROGRAM OBJECTIVES

(1) The truancy rate will decrease by 30% among students participating in the program as compared to the rate when they were in a regular school setting.

(2) Self-esteem will increase as measured by the Piers-Harris Self-Concept Scale in June compared to what is measured in October.

(3) By the end of the school year, 80% of the students in the program will have improved their grade point average by .5 on a four-point scale.

(4) Discipline referrals for participating students will be 50% less per year than the last year in which they were enrolled in a traditional school program.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

A middle school student may be eligible for an educational alternative program if the student meets one or more of the criteria prescribed below as determined and documented by grades, achievement test scores, referrals for suspension or other disciplinary action, rate of absences, and anecdotal records:

(1) Unsuccessful/Disinterested Behavior

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed. Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official (this criterion may also be utilized in identification of disruptive students).

(2) Disruptive Behavior

(a) Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

(b) Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school in or out of the classroom.

(c) Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

3. STUDENT ADMISSIONS PROCEDURES

The following are the procedures for admitting students into the Central Area Alternative Program:

(1) Request for placement by school and/or parent

(2) Screening and approval by the Central Area Superintendent.

(3) Interview at Central Area Alternative Program. The interview procedure covers:

(a) Explanation of program and goals

(b) Discussion of rules and consequences if they are broken

(c) Discussion of student's problems and how he/she hopes the central Area Alternative Program may help him/her

(d) Steps toward mainstreaming

(e) Signing of parent and student contracts

(4) Transportation is contacted and arrangements made for pick-up if needed

(5) The student is transferred from his home school and assigned to the Central Area Alternative Program

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

The Central Area Alternative Program is a separate, self-contained unit at New River Middle School. The facilities consist of offices for a program administrator, guidance counselor, community relations specialist, and secretary. The five teachers are provided with self-contained classrooms.

- Staff Organization

There are the following personnel: Program administrator, guidance counselor, community relations specialist, a secretary, and five teachers.

- General Description of Curriculum

The teachers are responsible for teaching reading, spelling, language arts, mathematics, science, and social studies to the students in their classes.

(1) Physical Education

Physical activities and training are considered important components of behavior modification. Students in good physical condition are not only more alert in the classroom, but have a better self-image. Being involved in wholesome recreational activities develops pride and cooperation while providing an alternative to "street life."

The physical education program is extensive and includes a weight-lifting and body-building program. Students will participate in various skill activities. Team sports are used to develop physical dexterity and encourage a cooperative effort.

(2) Survival Skills

In addition to academic skills, students will receive training in basic survival skills such as telling time, counting money, completing job applications, keeping a checking account, job interviews, etc. Many of these skills will be experienced first-hand by students through a variety of simulated real-life situations in the classroom. Materials such as driver training manuals are used due to high interest.

(3) Student Awareness

Students who experience extreme difficulties in school and the community need individualized attention. This individualized attention will be given by the professional personnel assigned to the program. Each student will be provided with a minimum of one individual counseling session per week. Additional counseling services outside the school will be made available through various community agencies and professional organizations.

(4) Community Service Projects

Since most of these students have sought self-gratification through receiving rather than giving, they have developed a negative attitude which has led, in many cases, to disruptive and delinquent behavior. In order to reverse this attitude and behavior, students will perform a minimum of ten hours of volunteer service at other schools to be eligible for mainstreaming.

(5) Parent Effectiveness Training

Parental cooperation is considered a vital part of the program's success. Experience and research have shown that most of these students have a strained parental relationship with little or no control. The lack of parental authority may be due to numerous factors which must be identified and remedied in order to bring about a modification in the student's behavior. Due to this need, a Parent

Effectiveness Program is an integral part of the program. Home visitations by the program staff to meet with the parents and child are scheduled. By keeping in close contact with the parents and working through the home, a much closer rapport between child and parent will develop, along with a sense of responsibility and commitment to each other.

Weekly contact with parents is made either by phone, home visits, on-the-job visits, or parents coming to the school. Positive reinforcements are utilized to help change parental feelings of inadequacy and encourage positive involvement.

(6) Voc-Tech Curriculum

Students will be provided with an opportunity to participate in a vocational-technical program depending upon their individual interests and abilities. These classes may be building maintenance, food production and services, basic upholstery, or nursery operations.

(7) Career Awareness

Most disruptive or truant students have no career goals. They are floundering in a sea of uncertainty with regard to their personal worth and have no realistic direction. Once they have demonstrated responsibility and the ability to deal with it, they will be employable. An important ingredient is to demonstrate to the students not only the career options available but also the non-employment probability if their present pattern of behavior persists.

(8) Discipline

Discipline is an essential part of learning. Self- and group-discipline are necessary for one to function in society. Students who are disruptive in school and the community have demonstrated a lack of control. This program will help students develop a sense of self-discipline and the ability to function in highly supervised situa-

tions. Students are obligated to follow the behavior guidelines established and will be corrected for deviating from them.

(9) Consequential Awareness Activities

Students exhibiting disruptive behavior in the school environment have, in many cases, poor records with the courts and various subdivisions of the justice system. The consequential awareness experiences are an important component in the behavior modification program. The students will experience both juvenile and adult-justice and correctional systems. The experiences will range from witnessing an actual criminal trial to sentencing. It is hoped that by observing these situations and facilities as a "non-resident," the possible consequences of their present behavior may be more realistically revealed and perhaps act as a deterrent to their already poor behavior.

(10) Stress Activities

Most disruptive students have few, if any, successes in life, and consequently, a self-image of failure. To change the student's concept of himself, he must be able to experience real success. Stress activities provide challenges in difficult skill situations which students can meet successfully. These situations provide students with the confidence and motivation to help them in school and other walks of life.

(11) Social Skills

Due to their low self-esteem, most disruptive students are lacking in the rudiments of courtesy and the social graces. The breakfast and lunch programs provide the opportunity for demonstration and daily reinforcement of basic social skills.

These periods provide a social time in the extremely structured program. Students are able to converse with one another, as well as with staff, and twice a day are exposed to nutritional meals.

(12) Peer Group Counseling

Peer Group Counseling is designed to steer students away from potential problem areas and to provide positive alternatives to prevent dysfunctional behaviors. Self-esteem and self-confidence are by-products of an effectively led counseling group and nowhere else in the school curriculum is there an opportunity so dramatically presented than in a group counseling setting. Peer influence is the vehicle of change and change is achieved through a structured program.

- Number of Classes per Day

The students have six 55-minute class periods per day.

- Projected Average Size of Classes

There is an 8:1 pupil/teacher ratio. A lower pupil/teacher ratio allows for more teacher/student contact and more individualized instruction.

- Special Teaching Strategies or Approaches

A low-keyed academic approach is used. High interest materials and motivational techniques are incorporated into a basically individualized tutoring program. A computer-assisted instruction program is used in order to provide yet another mode of learning and interest generation toward the academics.

- Grades and Number of Students to Be Served

Grades 6-8 are served. The program is designed to serve 40 Central Area middle school students.

- Student Services Provided

The students in the Central Area Alternative Program are provided with bus transportation from their homes to school and back. If for some reason they miss their bus, the community relations specialist will go and pick up the students. She/he also interviews the students who are arrested, goes to court with them, and works closely with their HRS counselor.

The students are provided with a free or reduced breakfast and lunch if they qualify. Students who do not qualify for free or reduced breakfast or lunch may purchase them.

- List of Implementation Sites

This program is offered only at New River Middle School.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

Currently there is no certification in alternative education for teachers. Certainly it takes a very special kind of teacher to be successful with the type of student enrolled in the Central Area Alternative Program. Ideally teachers need to have a strong background in counseling, experience in handling emotionally handicapped students, and certification in elementary education or reading, mathematics, language arts, science, and social studies. Such cliches as "friendly but firm" are admirable traits to have as an alternative teacher.

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

Inservice courses may include, but not be limited to:

- Behavior Management Techniques
- Affective Education Strategies
- Individualization Strategies
- Learning Styles
- Design and Structure of the Alternative Education Model

7. EVALUATION PROCEDURES

Objective No. 1 - Data will be collected on the number of days that alternative students were truant from their home schools and compared to the number of days they are truant in the Alternative Program. The percent of decrease will then be calculated.

Objective No. 2 - The Piers-Harris Self-Concept Scale will be administered in a pre- and post-method, first in October and then again in June. The percent of increase or decrease in self-esteem will then be calculated.

Objective No. 3 - Data will be collected on the grade point averages of the students when they were in their home school and compared to their grade point average while in the Alternative Program. The percent of decrease or increase will then be calculated.

Objective No. 4 - Data will be collected on the number of referrals the alternative students received while in a traditional school setting and compared to the number they received while in the Alternative Program. The percent of decrease or increase will then be calculated.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Periodic parental contact, such as telephone calls, conferences, and/or written communications regarding progress will be initiated by school staff during the duration of a student placement.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Students will be exposed to and included in the Career Awareness and Career Day activities provided for the students at the middle school level. This will be an ongoing process through use of film strips and guest speakers from various career areas.

(A) District/Agency Name Broward

(B) Program Name Central Area Alternative Program - New River

(C) Effective Approval Date _____

(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number 060

(F) Program Number _____

(G) Project Number _____

(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7200	100	Administrator	36,273			
	200	Benefits	9,431			
5100	100	(5) Teachers	124,295			
	200	Benefits	32,315			
6120	100	Guidance Counselor	28,812			
	200	Benefits	7,491			
7300	100	Community Service Specialist	22,097			
	200	Benefits	5,745			
7300	100	Secretary III	14,304			
	200	Benefits	3,719			
5500	100	Supplemental Hours	5,073			
	200	Benefits	1,319			
5500	100	Substitutes	2,240			
	200	Benefits	45			
5100	500	Materials and Supplies	6,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 2

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

220

221

(A) District/Agency Name: Broward

(B) Program Name: Central Area Alternative Program - New River

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	500	Computer Lab Supplies	4,000			
7300	300	Mileage	2,560			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	305,719			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 2 of 2

Certified Correct: Thomas P. Gardner
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

222

223

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: THE CENTRAL AREA ALTERNATIVE PROGRAM AT BOYD ANDERSON HIGH

LEVEL: High

The Central Area Alternative Program has been developed to provide intervention and educational opportunities for students who have been disruptive, disinterested, excessively truant or unsuccessful in a traditional environment as defined by Broward County Dropout Prevention Guidelines. In identifying potential participants in the program, some or all of the following characteristics are pertinent:

(a) Students who have had a long-standing problem in the educational program. Existing programs or services have been tried but have not proven successful.

(b) Students who have difficulty coping in a structured school setting, with authority, with attendance, etc.

(c) Students who have academic and social/home difficulties which may lead to or have led to involvement with the juvenile justice system.

Educational records of these students usually indicate excessive absenteeism, truancy, academic underachievement, disruptive behavior, antisocial acts, and disregard for authoritative figures.

1. GENERAL GOAL

1. Build students' self-esteem
2. Lower rate of absenteeism
3. Reduce dropout rate
4. Remediate deficiencies in basic skills
5. Develop career awareness
6. Prepare students for vocational-technical school admissions
7. Modify disruptive behavior in school
8. Provide a Parent Effectiveness Training Program
9. Develop a positive attitude toward school and learning
10. Reduce delinquent behavior

11. Mainstream students into the regular school program

12. Return students to their home schools as productive and responsible students

PROGRAM OBJECTIVES

1. By the end of the first semester over 50% of the students in the program will show an improved self-concept as measured by a self-concept survey.
2. The annual rate of absenteeism of the students in this program will decrease by at least 75%.
3. The annual dropout rate among students participating in this program will be no greater than that of the entire school district as measured by districtwide data collection procedures.
4. Discipline referrals written for disruptive behavior will be 50% less per year than the last year in which students were enrolled in a traditional school.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

A high school student may be eligible for an educational alternative program if the student meets one or more of the criteria prescribed below as determined and documented by grades, achievement test scores, referrals for suspension or other disciplinary action, rate of absences, and anecdotal records:

(A) Unsuccessful/Disinterested Behavior

Any student who is identified as significantly below anticipated achievement in reading, language, or mathematics.

A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed.

Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

Excessive absences which retard the student's progress beyond the ability of the regular teacher to instruct for catch-up (more than five days' absences during the previous grading period).

Serious home and/or personal problems which impede learning as documented by a school official or juvenile justice official.

Any high school student who at the end of the previous school year or summer session did not pass a minimum of five subjects or have a cumulative grade point average of at least 1.5.

Any high school student who at the end of any nine-week grading period fails two or more subjects or has less than a 1.5 cumulative grade point average.

(B) Disruptive Behavior

Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.

Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school in or out of the classroom.

Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

3. STUDENT ADMISSIONS PROCEDURES

(A) Preliminary Staffing

When a student is recognized as having severe behavioral/attendance difficulty in the regular school, a preliminary staffing to review records and assess current program placement and progress shall be held at the sending school by administration, guidance, teacher representation, parent/guardian and others, who may include the school psychologist, security, and visiting teachers assigned to the school. The intent of this preliminary staffing is to develop intervention strategies and/or to assure that all available resources within the school have been

utilized. Prior to consideration for this program, a complete psychological evaluation by school staff must be completed and the data utilized in the decision to refer the student.

(B) Referral Procedures

(1) A principal/parent conference is scheduled.

(2) The appropriate request (parental consent) is completed and the necessary information is attached.

(3) The request with attached information is forwarded to the Area Superintendent.

(4) The Area Superintendent approves or disapproves the request.

(5) When a student is approved for enrollment, the Area Superintendent will send a letter to the parent with a copy to the principal of the home school.

(6) If the request is not approved by the Area Superintendent, the principal will be contacted and the principal or designee will, in turn, meet with the parent.

(7) The sending school transfers the student's records, and transportation is arranged by the Central Area Alternative Center.

(8) The parent enrolls the student.

(9) The student receives entry assessment and orientation.

4. PROGRAM OPERATING PROCEDURES

- Student Program Design

The Dropout Prevention Program shall, with the home school, cooperatively plan a program of instructional activities deemed most appropriate for the individual student.

(1) Test results, student records, home school input, and parent interview shall form the basis of planning the student's unique instructional program.

(2) Orientation at the Dropout Prevention Program will include an evaluation procedure to determine current academic instructional levels prior to scheduling in the new learning environment.

(3) Intensive individual/group guidance and counseling processes will be a part of the individual student's program.

(4) The services of area resource personnel will be utilized as needed.

(5) Wherever appropriate, approved community agencies will be requested to perform their specialized services.

(6) There will be periodic conferences with the parent/guardian and student to evaluate the progress being achieved in the instructional program.

(7) In addition, written evaluative reports will be submitted to the home school and the Area Superintendent on a systematic basis.

(8) The Dropout Prevention Program will refer the student as needed for an indepth psychological and educational evaluation should such be indicated.

Level System

Level I - 1350 points

Level II - 10 successful days earned within 20 school days

Level III - 5 consecutive days earned plus 10 hours of community service

Level IV - Mainsteam starting with 1 class

Level V - Transfer to home school

Level I - Classification of all students upon program entry. Minimum stay of 1350 points which is equivalent to 20 successful days. Ten points are earned for each successful class period. The five academic points are for having appropriate materials and supplies, beginning task, working on task, finishing task, and for quality of work. The five behavioral points are for entering class on time, going directly to seat, positive teacher interactions, positive peer interactions, and outstanding behavior effort. A minimum of 150 points is required for each class. Approval of total staff is required for promotion to Level II.

Level II - Ten successful days of excellence in all areas (attitudinal, behavioral, academic, and attendance). Approval of total staff and parents is required for promotion to Level III. Note: Students will revert to Level I with 675 points if the ten successful days are not completed within twenty school days.

Level III - Five consecutive, successful days and ten donated hours of community service work. Student must arrange for community service and have hours documented as agreed. Approval of total staff and parents is required for promotion to Level IV. Note: Student will revert to Level II if the five consecutive successful days are not completed within ten school days.

Level IV - The student begins mainstreaming which is the process of adding one class at a time in the regular Boyd Anderson program. The student has a voice in the selection of mainstream classes. The choices should be in areas of academic strength or of considerable interest since initial success at this level is critical to further advancement. The student must complete all work, follow all rules, and meet all other requirements of mainstream classes, as well as alternative classes. The number of required successful days (usually 25) to be recommended to Level V will be mutually agreed upon by staff, student, and parent after consideration of what would be in the student's best interest. Note: Student will revert to Level III if the above criteria is not met.

Level V - Level V is exiting from the Central Area Alternative Program and returning to the home school. The exiting process requires the following:

1. Recommendation of staff
2. Approval of the home school
3. Approval of the Area Superintendent

- Description of Facilities

The Central Area Alternative Center at Boyd Anderson High School utilizes separate, self-contained classrooms designed to more effectively serve the needs of our student population.

- Staff Organization

An assistant principal, guidance counselor, and classroom teachers form an integral relationship with the parents, chief juvenile court judge, HRS, social agencies, and business and religious communities.

- General Description of Curriculum

The major program components working in concert to bring about a total effect are:

(1) Assessment

Individual diagnostic, aptitude, and attitudinal testing will be performed upon admission. These test results will be the basis upon which the student's learning prescription is designed.

(2) Academics

Major emphasis will be placed upon remediating deficiencies in the basic subject areas of reading, language arts, mathematics, science, and social studies. Students will utilize a computer network for their academics. Special high interest software has been installed which allows students to access hundreds of programs either individually or as group instruction. Computer assisted instruction will enable students to have individual programs of learning at their present reading level in all academic areas. In addition, basic skills remediation software has been installed to assist students in the remediation of those skills they have not mastered on the Florida Statewide Student Assessment Test (SSAT).

(3) Total Fitness

Students in good physical shape are not only more alert in the classroom but have a better self-image. Being involved in recreational

activities including weight lifting, body building, gymnastics, tennis, softball, and other sports develops pride and cooperation while providing an alternative to "street life."

(4) Survival Skills

In addition to academic skills, students will receive training in such basic survival skills as telling time, counting money, completing job applications, keeping a checking account, and interviewing for a job. Many of these skills will be experienced first-hand by students through a variety of simulated real-life situations in the classroom and the community. Materials include driver training manuals, job application forms, interview techniques, work productivity, and newspapers.

(5) Student Awareness

Students who experience extreme difficulties in school and the community need individualized attention. This individualized attention will be given by the volunteer and professional personnel assigned to the program. Each student will be provided with a minimum of one individual counseling session per week and one group counseling session per week.

(6) Discipline

Students are expected to follow established behavior guidelines and will be corrected for deviation. Constant adult supervision, coupled with parent, social agency, and HRS communication will be used to control behavior.

(7) Consequential Awareness Activities

Students will be exposed to both juvenile and adult justice and correctional systems.

The experiences will range from witnessing an actual criminal trial and sentencing to seeing juvenile and adult centers of rehabilitation and incarceration. It is hoped that by observing these situations and

facilities as "non-residents," the possible consequences of their present behavior may be more realistically revealed and perhaps serve as a deterrent to future poor behavior.

(8) Compassion Awareness Activities

Typical disruptive or truant students have self-pity but lack compassion. They rationalize their status in society by blaming others for their "bad luck." In order to bring about a modification in behavior and a change in self-esteem, students must recognize their positive qualities. They must also be able to have compassion for those less fortunate then they. In order to accomplish this, students may work with handicapped students or the elderly. These experiences will help to build compassion and eliminate self-pity.

(9) Stress Activities

Stress activities provide challenges in difficult skill situations which students can meet successfully. These situations provide students with the confidence and motivation to help them in school and other walks of life.

(10) Social Skills

Associated with their low self-esteem, most disruptive students are lacking in the rudiments of courtesy and the social graces. Through a highly structured program, acceptable social behavior will be reinforced. Students will assume responsibilities for maintenance of their learning environment. They will be instructed in appropriate forms of conduct in restaurants, on field trips, and during school visitations.

- Number of Classes per Day

The students have seven class periods per day.

- Projected Average Size of Classes

The program serves 32 full-time students. There is an 8:1 pupil/teacher ratio.

- Special Teaching Strategies or Approaches

  Special teaching strategies and approaches have been outlined in the section, General Description of Curriculum.

- Grades and Number of Students to Be Served

  Grades 9-12 are served. The program is designed to serve 32 full-time students who attend seven classes per day.

- Student Services Provided

  The services of guidance counselors and other support personnel are available to program participants.

- List of Implementation Sites

  This program is offered only at Boyd Anderson High School.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   Alternative Education Program personnel must hold a valid Florida teaching certificate, possess a sincere desire to help this type of student, and a willingness to participate in the designed program.

6. STAFF DEVELOPMENT ACTIVITIES

   The personnel in this program are currently involved with the following objectives:

   (1) The staff plans to observe existing successful Dropout Prevention Programs.

   (2) The staff will confer with and gather information from Broward County school personnel in such areas as guidance, career development, and social services.

   (3) The staff will prepare and review curriculum for the academic subject areas of mathematics, language arts, science, and social studies.

   (4) The staff will be trained to operate the online computer network system and the "CHOICES" microcomputer.

   (5) The staff will prepare and review curriculum in the vocational and career awareness areas which will reflect individual abilities and interests.

(6) The staff will prepare and review curriculum in the social and behavioral skills areas.

(7) The staff will establish expected behavioral guidelines and intervention techniques in order to reduce unacceptable behavior.

(8) The staff will set up guidelines for activities such as community participation, business participation, field trips and volunteer services.

(9) The staff will establish guidelines for mainstreaming.

7. EVALUATION PROCEDURES

Objective No. 1 - Pre- and post-design comparing results of self-concept survey prior to placement with results after one semester.

Objective No. 2 - Pre- and post-design comparing absentee rate prior to program placement with absentee rate after one year in the program.

Objective No. 3 - Dropout rate for students in this program will be compared to the annual district dropout rate which will be provided by the district's Research Department.

Objective No. 4 - Pre- and post-design comparing the number of disciplinary referrals received by participating students.

8. PROPOSED BUDGET

See attached Form FA 399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

(1) Business Involvement

As an integral part of career awareness, members of the business community will be invited into the school setting to speak with students about job descriptions, job availability, training requirements, working conditions, advancement opportunities, and salary scales. In addition, field trips will be taken to the business location to reinforce the visiting speaker's presentation.

(2) Community Service Projects

Because most of these students have sought self-gratification through receiving rather than giving, they have developed a negative attitude

which has led in many cases to disruptive and delinquent behavior. In order to reverse this attitude and behavior, students will perform a minimum of ten hours of volunteer services at elementary schools, community centers, social agencies, and other community-related facilities to be eligible for mainstreaming.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

(1) Vocational-Technical Curriculum

Students will be provided with the opportunity to participate in a vocational-technical program related to individual interests and abilities. These classes may include shop, business education, electronics, work evaluation, food preparation and service, small gasoline engine repair, horticulture, printing and graphic arts, and clothing production and service. Computer Education will be offered to all students as an integral part of their academic curriculum. Emphasis on computer careers will be an integral part of the course.

(2) Career Awareness

A strong cooperative relationship with the business community will result in job opportunities for students who have developed the responsibility, behavior, and skills necessary for holding a job and for students to be made aware of various types of career opportunities. This component will focus on career information, employability skills, and on-the-job experiences. In addition, students are trained to use the "CHOICES" microcomputer which is online with the Department of Education in Tallahassee. This service offers indepth information on careers, job information, availability, and training requirements.

(A) District/Agency Name: Broward

(B) Program Name: Central Area Alternative Program - Boyd Anderson

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7300	100	Assistant Principal	40,014			
	200	Benefits	10,404			
6120	100	Counselor	32,340			
	200	Benefits	8,408			
5100	100	(4) Teachers 24,859	99,436			
	200	Benefits 6,463	25,852			
7700	100	Security Specialist	18,110			
	200	Benefits	4,789			
7300	100	Secretary	13,641			
	200	Benefits	3,547			
5100	100	Teacher Aide	8,719			
	200	Benefits	2,267			
5500	100	Substitutes	1,792			
	200	Benefits	36			
5500	100	Supplemental Hours	12,176			
	200	Benefits	3,166			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 2

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE — Audited by: _____ Date: / /

(A) District/Agency Name: Broward

(B) Program Name: Central Area Alternative Program - Boyd Anderson

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☑ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6400	300	Inservice	3,500			
7300	300	Mileage	2,400			
5100	500	Materials and Supplies	4,500			
7300	300	Purchased Services	3,500			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	298.517			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 2 of 2

Certified Correct: Shawn P. Robin
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: SOUTH AREA ALTERNATIVE SCHOOL

LEVELS: Grades 6-10

1. GENERAL GOAL

The South Area Alternative School is a center for grades 6-10. The program is designed to provide a structured setting in which students who have been identified as disruptive/disinterested/unsuccessful in the traditional school can function and grow. Upon successful completion of an individualized program, a student is exited to an educational setting appropriate to his/her needs and interests. Mainstream schools and vocational-technical programs are examples.

The program is further designed to:

(a) Build students' self-esteem

(b) Lower rate of absenteeism

(c) Reduce dropout rate

(d) Remediate deficiencies in basic skills

(e) Modify disruptive behavior in school

(f) Provide a Parent Effectiveness Training Program

(g) Develop a positive attitude toward school and learning

(h) Reduce delinquent behavior

(i) Provide activities in

(1) Stress Management

(2) Compassion Awareness

(3) Consequential Awareness

(4) Career Awareness

PROGRAM OBJECTIVES

1. Attendance of participating students identified as truant by their home school and as defined by the Florida Legislature will be improved by 40% compared to their attendance the last year in the traditional school.
2. Discipline referrals for participating students will be 60% less per year than the last year they were enrolled in a traditional school.
3. Upon student exit from the program, 80% of the students will have improved their grade point average by .5 on a four-point scale.
4. Upon student exit from the program, 50% of the students will express a more positive atitude toward school as measured by a school attitude survey.
5. Upon student exit from the program, 80% of the parents will express a more positive attitude toward the schooling process as measured by a school attitude survey.
6. Upon student exit from the program, 50% will achieve 90% mastery of appropriate grade level basic skills as required by the District.

2. <u>SPECIFIC STUDENT ELIGIBILITY CRITERIA</u>

1. Student has achieved grade status of 6-10.
2. Persistent behavior which interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide.
3. Consistent behavior resulting in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom.
4. Disruptive behavior which severely threatens the general welfare of the student or other members of the school population.

5. A lack of sufficient involvement in the regular school program to achieve success because interests, needs, or talents are not being addressed.
6. Unsatisfactory academic progress and the effort to provide assistance is either rejected or is ineffective.

3. STUDENT ADMISSIONS PROCEDURES

1. Parent and home school make written request for placement to the South Area Superintendent.
2. South Area Screening Committee reviews the request for placement. The committee composition is as follows: Area Superintendent or designee, Area Coordinator of Psychological Services, Area Director of Secondary Schools, Representative from District Department of School Social Work and Attendance, Representative from State Department of Health and Rehabilitative Services.
3. If placement is deemed in the best interest of the student, he/she is sent a letter of acceptance or placed on a waiting list if the program is full. As slots become available, the student will be placed if placement is still appropriate.
4. An intake conference is held at South Area Alternative School (SAAS) with the principal, guidance counselor, parent, and student. The center program is discussed, including expectations, procedures, and options open to the student after he has stated his goals. Parents and students tour the facility and have their questions answered. If the parent and student still desire to participate in the program, registration papers are signed, including contracts outlining responsibilities.
5. Transportation is arranged if appropriate.
6. Student begins a five day orientation period during which he is given the school attitudinal survey and familiarized with the District and school policies.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

South Area Alternative School (SAAS) is housed in a renovated wing of a former adult center facility. Mainstreaming occurs at the adjacent middle and high schools.

- Staff Organization

Staff consists of one principal, one base counselor, one linkage counselor (social worker), one custodian, four teachers, two teacher aides, one security person, and two clerical persons.

- General Description of Curriculum

Academics

Because most disruptive and truant students exhibit low academic achievement and a negative attitude toward school, a major emphasis is placed on remediating deficiencies in the basic subject areas of mathematics, reading, and language arts.

Although a low-keyed academic approach is used, high-interest materials and motivational techniques are incorporated into a basically individualized tutoring program. Academic awareness experiences supplement classroom learning. This approach allows for more progress and a degree of success which most of the students have not experienced. A computer-assisted instructional program has been implemented in order to provide yet another mode of learning and to generate interest in academics. The attainment of even limited success under these conditions creates a more positive attitude toward school and learning.

Physical Education

Physical activities and training are considered important components of behavior modification. Students in good physical condition are not only

more alert in the classroom, but also have a better self-image. Being involved in wholesome recreational activities develops pride and cooperation while providing an alternative to "street life."

The physical education program is extensive and includes skill activities such as water sports, gymnastics, tennis, and weight lifting. In addition, sports are used to develop physical dexterity and to encourage cooperative effort. School and community facilities are utilized.

Survival Skills

To achieve success outside of school, students must be prepared to cope with the demands of employers and others. In addition to academic skills, students receive training in basic survival skills such as telling time, counting money, completing job applications, keeping a checking account, and preparing for job interviews. Many of these skills are experienced first-hand through a variety of simulated real-life situations in the community.

Vocational-Technical Curriculum

Students are provided an opportunity to participate in a vocational-technical program depending upon their individual interests and abilities. These classes include shop, music, art, business education, electronics, work evaluation, food preparation and serving, crafts, needlework, and building maintenance.

Remediation of basic skills in math and reading provides students with the fundamentals necessary for success in a vocational-technical program. Through the concentration of behavior modification techniques built into the program, students develop the self-discipline, confidence, and self-esteem necessary in finding success in any structured program.

Classes at Hallandale High School and McNicol Middle School, parent volunteers, and community resource people with special skills are used as supplements in this area of the program.

Social Skills

Due to low self-esteem, most disruptive students lack courtesy and social graces. The breakfast and lunch programs provide the opportunity for demonstration and daily reinforcement of basic social skills. These periods also provide a social time in the extremely structured program. Twice a day students are able to converse with one another, as well as with staff, and are provided nutritious meals. The students assume responsibilities for maintenance of their private dining room and preparation of designated meals. It has been noted that both the dining room program and the school maintenance program have developed pride in the school. Consistent positive reinforcement of appropriate social skills eventually carries over into the student's behavior at home and in the community.

- Number of Classes per Day

  Students' schedules consist of seven 50-minute periods per day, plus a 20-minute lunch/social skills period.

- Projected Average Size of Classes

  Pupil/teacher ratio is 10:1.

- Special Teaching Strategies or Approaches

  Students receive individualized instruction. Group presentation is used when appropriate. Tutoring is also used if necessary for difficult material.

- Grades and Number of Students to Be Served

  Grades 6-10 are served. School serves a population of 48 students.

- Student Services Provided

  Students who experience extreme difficulties in school and in the community are given individual attention by the volunteer and professional personnel assigned to the program. Each student receives counseling as part of the program. Additional counseling services outside the school are made available through various community agencies and professional organizations when appropriate.

- List of Implementation Sites

South Area Alternative School (SAAS)

- Retrieval Activities

Once a student has exited after successfully completing his prescription, there is follow-up by South Area Alternative School staff. Retrieval to an educational setting is attempted if the student has dropped out of school since exiting the program.

The purpose of this activity is to assist the youngster in the realistic assessment of his situation and provide options. GED, Vocational, Work Experience programs in mainstream schools, training programs through the business community or return to South Area Alternative School for a stabilization period are example of student options.

Consequential Awareness Activities

Students exhibiting disruptive behavior in the school environment have, in many cases, poor records with the courts and various subdivisions of the justice system. Unfortunately, research indicates that most residents of our correctional systems possess juvenile records that parallel Alternative Education students. Through consequential awareness activities students will be exposed to both the juvenile and adult justice and correctional systems.

Compassion Awareness Activities

Typical disruptive or truant students demonstrate self-pity, yet they lack compassion. They rationalize their status in society by blaming others for their "bad luck." In order to being about a modification in behavior and a change in self esteem, students must recognize their positive qualities. They must also have compassion for those less fortunate than they. In order to accomplish this, students visit mental

hospitals, homes for the aged, schools for the retarded, etc., and are able to interact with the residents. These experiences help build compassion and eliminate self-pity.

Stress Management Activities

Most disruptive students have few successes in life and, consequently, a self-image of failure. To change this poor self-concept, students must be able to experience real success and learn to deal with the stress which has been defeating in the past. Stress management activities are useful in helping students to develop adaptive social skills by demonstrating appropriate behaviors which later can be transferred to stressful situations in life.

Mainstreaming

For some, an important goal of the South Area Alternative School program is to recycle disruptive or truant adolescents and return them to their home schools as productive and responsible students. Since rehabilitation involves a change in attitude as well as behavior, the process cannot be rushed.

Students who are doing well in the program earn their way through three status levels before full mainstreaming occurs. Verification of volunteer service is required at level two. The volunteer service and part-time mainstreaming provide the staff with additional evaluation of the student's progress from persons outside the program. It also enables the student to prepare himself gradually for full-time return to his home school. It has been found that each successful experience the student meets tends to fortify him and this, in turn, aids in changing his self-image. Parent involvement is required with each level change so that the home, too, experiences the positive results of working in a team effort with the school.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

(1) Staff must choose to work at SAAS.

(2) Personal characteristics desired are as follows:

(a) High energy

(b) Excellent physical and mental health

(c) Creative

(d) Flexible

(e) Team player

(f) Background includes some combination of exceptional education, psychology, sociology, counseling, arts/crafts, and physical education skills in addition to academic certification (teachers).

(3) Special administrative and guidance skills needed are knowledge of Florida laws, how civil and criminal systems work, recognizing and preventing substance abuse, and appropriate community resources.

6. STAFF DEVELOPMENT ACTIVITIES

(1) 100% of teaching staff participated in summer institute for alternative education teachers.

(2) Staff participates regularly in district inservice throughout the year. Examples are:

- Stress Managsement
- First Aid/CPR
- Video Production as an Instructional Tool
- Instructional Computing
- Recognizing and Preventing Substance Abuse
- Assertive Discipline

7. EVALUATION PROCEDURES

Evaluation is an ongoing process at SAAS for students and for the program. The process is built into the operating procedure.

- Student Evaluation

(1) Monthly report cards with parent conferences required

(2) Behavior slips daily

(3) District standardized tests

(4) School attitudinal surveys

(5) Staff observations and logs

(6) Evaluation of agency supervisors of community service hours (Level 2)

(7) Evaluation of trial mainstreaming teachers at adjacent middle and high school (Level 3)

Program Evaluation

Objective No. 1 - Pre-Post-Design of identified truants' attendance records using attendance data prior to participation in the SAAS program and attendance data during participation in the program.

Objective No. 2 - Pre-Post design comparing number of discipline referrals prior to participating at SAAS to the number of discipline referrals during participation at SAAS.

Objective No. 3 - Pre-Post design comparing grades earned prior to placement at SAAS to grades earned during stay at SAAS.

Objective No. 4 - Pre-Post design comparing student responses on an attitude survey given at the time of admission to SAAS and given again prior to the student's exit from the program.

Objective No. 5 - Pre-Post design comparing parent responses on an attitude survey given at the time of admission to SAAS and given again prior to the student's exit from the program.

Objective No. 6 - Pre-Post design comparing student achievement on the basic skills requirements prior to placement at SAAS and to achievement of the basic skills requirements during placement at SAAS.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Community Service Projects

Since most of the students have sought self-gratification through receiving rather than giving, they have developed a negative attitude which has led, in many cases, to disruptive and delinquent behavior. To reverse this attitude and behavior, students perform a minimum of 20 hours (at least 5 of which are to be in the area of compassion awareness) of volunteer service at hospitals, day care centers, senior citizens' groups, civic centers, and other community-related facilities, in order to be eligible for mainstreaming.

Parent Effectiveness Training

Parental cooperation is considered a vital part of the program's success. Experience and research have shown that in most cases students have a strained relationship with their parents, and the parents are able to exert little or no control over the student. This lack of parental authority may be due to numerous factors which must be identified and remedied in order to being about a modification in the student's behavior. A Parent Effectiveness Training course is therefore an integral part of the school's program.

Home visitations by the program staff are scheduled regularly. Because of these efforts to keep in close contact with the parents and work within the home and school environments, a much closer rapport between child and parent develops, along with a sense of responsibility and commitment to each other.

Weekly contact with parents is made by phone, home visits, on-the-job visits, or parent visitation at the school. Positive reinforcements are utilized here to help change parental feelings of inadequacy and to encourage positive involvement.

Civil Authority Involvement

An important aspect of the program is the cooperation and involvement of civil authorities. The combined efforts of HRS counselors, local law enforcement departments, and the Juvenile Court judges are essential in the rehabilitation of the students, many of whom have records and have been adjudicated. The juvenile offender is often aware that his age protects him from legal consequences. A hard line approach is necessary to deal effectively with this group and to serve as a deterrent to those about to walk the same path.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

Most disruptive or truant students have no career goals. They are floundering, uncertain of their personal worth and lacking any realistic direction. They will be employable once they have demonstrated responsibility. The South Area Alternative School staff works with the business community to provide jobs. An important goal of the program is to demonstrate not only the career options available for responsible students, but also the non-employment probability for irresponsible students if their present pattern of behavior persists.

(A) District/Agency Name: Broward
(B) Program Name: South Area Alternative School
(C) Effective Approval Date:
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number:
(G) Project Number:
(H) Total Project Dollars:

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	Alternative Education	163,112			
5100	200	Benefits	42,382			
5100	300	Purchased Services	4,800			
5100	400	Materials and Supplies	600			
5200	300	Exceptional Ed. (Purchased Services)	200			
5500	100	Supplement	1,450			
	200	Benefits	377			
5500	100	Substitutes	2,688			
	200	Benefits	54			
5100	100	Inservice	104			
	200	Benefits	27			
5100	500	Textbooks	940			
7900	100	Custodian	15,848			
	200	Benefits	4,120			
	500	Materials and Supplies	250			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number
Page 1 of 2

Certified Correct: Thomas P. Brokaw
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by:
Date: / /

252

253

-212-

(A) District/Agency Name: Broward
(B) Program Name: South Area Alternative School
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7700	100	Security	18,110			
	200	Benefits	4,709			
	500	Materials and Supplies	250			
6120	100	Guidance	104,114			
	200	Benefits	26,602			
	300	Purchased Services	300			
5100	100	Computer	6,215			
	200	Benefits	1,616			
7300	100	Administration	66,077			
	200	Benefits	17,180			
	300	Purchased Services	2,480			
	500	Materials and Supplies	500			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	485,105			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 2 of 2

Certified Correct: Thomas P. Gentile
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE — Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: DISCIPLINARY PROGRAMS

PROGRAM TITLE: TELECOMMUNICATIONS ALTERNATIVE TO EXPULSION

LEVELS: K-12

1. GENERAL GOAL

The general goal of disciplinary dropout prevention programs is to help students become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns.

PROGRAM OBJECTIVES

Objective 1 - The student will attend 90% of the educational sessions offered during participation in this program.

Objective 2 - The student will complete 90% of the assigned course work during participation in this program.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

A student must be in immediate position to be expelled for the possession and/or display or transmittal of a weapon, excluding firearms, or use of an object as a weapon*.

*Note: Also included is any other serious breach of conduct, including but not limited to willful disobedience; open defiance of authority of a member of the staff; violence against person(s) or property; or any other act which substantially disrupts the orderly conduct of the school or committing acts other than those listed above.

3. STUDENT ADMISSIONS PROCEDURES

(1) The principal sends written notice to the Area Superintendent recommending alternative probation in lieu of expulsion with the reasons for the recommended action. The offenses committed shall be described in detail.

(2) After receiving approval from the Area Superintendent, the Principal sends a letter to the student's parent(s) (or guardian) informing them of the

recommended expulsion and the date and time of the conference to explain the alternative probationary program. The conference shall be scheduled within three school days. A copy of Board Policy 5006 will be enclosed.

(3) The parent(s) and student meet with the principal at the designated date and agree upon the action to be taken; either the student admits to the offense and the parent(s) and student agree to the alternative probationary program as prescribed by the principal, or the expulsion proceedings shall be initiated with all rights of due process guaranteed to the student and parents. **Note: Once the student and parent(s) reject the alternative probationary program, there will be no further opportunity for them to choose this option.**

(4) If the alternative probationary program is chosen, three copies of the contract are signed. One copy is given to the parent and student, one copy sent to the Area Superintendent, and one copy retained by the principal.

(5) An explanation of the alternative probationary program and program rules, which if broken will result in revocation of probation, is given to the student and parents when the alternative probationary contract is signed.

(6) In the event the student violates the probation, then alternative probation is terminated. If probation is so terminated, then the Board will repel the student on the basis of the original act committed by the student for which an admission was signed. No notice or hearing shall be given the student, and the Board may act only on the original offense charged and the student's signed admission of that offense.

(7) The term of probation shall be up to one full semester in length (this may include the remainder of the semester in which the offense occurs and up to a full additional semester).

(8) An Alternative Education Teleclass Program Request for Transfer with required documentation must be submitted to the principal of the homebound program for approval of participation.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  A telephone monitor would be installed in the student's home to facilitate the communication between student and teacher.

- Staff Organization

  One teacher or a team of teachers will provide instruction for this program.

- General Description of Curriculum

  (1) Core academic concepts will be developed from basic subjects in and academic area.

  (2) Regular standards of services for the grade level involved.

  (3) Competency-based instruction.

- Number of Classes per Day

  Five classes per day which are appropriate for telecommunication instruction.

- Projected Average Size of Classes

  Minimum of 8 students in a class.

- Special Teaching Strategies or Approaches

  Tutorial, individualized instruction.

- Grades and Number of Students to Be Served

  K-12 students will be served. The number will be determined by students applying for the program.

- Student Services Provided

  Students periodically report to program site to take tests, turn in assignments, and receive materials.

- List of Implementation Sites

  One location at East Side where the Telecommunications Center is located.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The staff person(s) will be a certified teacher(s).

6. STAFF DEVELOPMENT ACTIVITIES

Staff development activities may be delivered in any of the following manners: District inservice training days, school-level meetings, summer inservice training institutes, postsecondary courses, national and state conferences, and visits to other dropout prevention programs.

7. EVALUATION PROCEDURES

Objective No. 1 - Attendance data will be utilized to determine student participation in educational sessions.

Objective No. 2 - Completion of assignments will be monitored to determine a student's progress.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

Parental contact maintained via contact with parent and student. Also communication will be maintained with parent to monitor student's involvement and progress.

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

None.

(A) District/Agency Name: Broward
(B) Program Name: Alternative Teleclass
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,859			
	200	Benefits	6,463			
5100	510	Materials and Supplies	500			
		Unit Cost	31,822			
		1 (Unit) x 31,822	31,822			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	31,822			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas O Fortune
Finance Officer or Authorized Representative

Date 8/7/86

DOE USE
Audited by: _____
Date: / /

260

261

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: BROWARD CONTROL TREATMENT CENTER (B.C.T.C.)

LEVELS: Grades 7-12

This is a "Youth Service Program" provided to students participating in a Department of Health and Rehabilitative Services day treatment program. It is a 24-hour supervised commitment program for juvenile offenders assigned by court order.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the objective of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - Each participating student will attend class during at least 90% of their residence in this program.

Objective 2 - Each participating student will complete at least 75% of their assigned school work while attending classes.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation in the program are recommended and assigned by HRS through court adjudication.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are reviewed by the assigned court counselor and placed in the program by court order.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  Facilities include two average classroom areas, a secure recreational facility (outdoors), and one dayroom for informal educational activities.

- Staff Organization

  Staff is comprised of two teachers.

- General Description of Curriculum

  Students are assigned a schedule in accordance with the School Board approved standards for middle and high school students. The curriculum includes English, Mathematics, Science, Social Studies, Physical Education, Art, and Chapter I services. A Home Economics program is available at this facility.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  10-13 students

- Special Teaching Strategies or Approaches

  Tutorial approach designed to provide specific instruction for each student's needs.

- Grades and Number of Students to Be Served

  Serves Grades 7-12 - The average daily attendance is 26 students.

- Student Services Provided

  HRS provides individual and group counseling, health services, supervisory control, and provides for community activities.

- List of Implementation Sites

  Broward Control Treatment Center.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The teachers are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

HRS employees participate in staff training programs designed to improve counseling techniques and behavior modification programs. The program includes annual CPR, First Aid, and physical constraint training.

7. EVALUATION PROCEDURES

Objective No. 1 - Student's attendance at class will be monitored during residence at B.C.T.C.

Objective No. 2 - Student's completed classwork will be logged.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The B.C.T.C. Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational curriculum includes instruction on the completion of job applications, time cards, personal finance, income tax laws, and consumer education, as well as school assemblies for career education speakers.

(A) District/Agency Name Broward
Broward Control
(B) Program Name Treatment Center
(C) Effective Approval Date _____
(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number 060
(F) Program Number _____
(G) Project Number _____
(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(2) Teachers	49,326			
	200	Benefits	13,318			
5100	500	Supplies	1,000			
5100	100	Team Leader (Supplement)	546			
	200	Benefits	147			
5100	100	Substitute	769			
	200	Benefits	207			
5100	100	(2) Teachers (32 Day)	8,386			
	200	Benefits	2,264			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	75,963			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11,7,86

DOE USE
Audited by: _____
Date: / /

-222-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: BROWARD HALFWAY HOUSE

LEVELS: Grades 7-12

This is a "Youth Service Program" provided to students participating in a Department of Health and Rehabilitative Services day treatment program. It is a 24-hour supervised commitment program for juvenile offenders assigned by court order.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the objective of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - Each participating student will attend class during at least 90% of their residence in this program.

Objective 2 - Each participating student will complete at least 75% of their assigned school work while attending classes.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation in the program are recommended and assigned by HRS through court adjudication.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are reviewed by the assigned court counselor and placed in the program by court order.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  Three School Board Portables, two classrooms within the Halfway House facilities, one outdoor recreational area.

- Staff Organization

  Staff is comprised of four teachers.

- General Description of Curriculum

  Students are assigned a full-time school schedule in accordance with the School Board approved standards for middle and high school students. The curriculum includes English, Mathematics, Science, Social Studies, Physical Education, Art, and Chapter I service.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  10 students

- Special Teaching Strategies or Approaches

  Tutorial instruction for specific student needs. Classroom instruction for group instruction.

- Grades and Number of Students to Be Served

  Serves Grades 7-12 - Average daily attendance ranges between 40-45 students.

- Student Services Provided

  HRS staff provide individual and group counseling, health services and supervisory control.

- List of Implementation Sites

  Broward Halfway House.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The teachers are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

HRS employees participate in staff training programs designed to improve counseling techniques and behavior modification programs. The program includes annual CPR, First Aid, and physical constraint training.

7. EVALUATION PROCEDURES

Objective No. 1 - Student's attendance at class will be monitored during residence at Broward Halfway House.

Objective No. 2 - Student's completed classwork will be logged.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The Halfway House Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational curriculum includes instruction on the completion of job applications, time cards, personal finance, income tax laws, and consumer education, as well as school assemblies for career education speakers.

(A) District/Agency Name: Broward

(B) Program Name: Halfway House

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(4) Teachers	98,652			
	200	Benefits	26,636			
5100	500	Supplies	1,000			
5100	100	Team Leader (Supplement)	546			
	200	Benefits	147			
5100	100	Substitute	1,411			
	200	Benefits	381			
5100	100	(4) Teachers (32 Day)	16,771			
	200	Benefits	4,528			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	150,072			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: Thomas F. Gardner
Finance Officer or Authorized Representative

Date: 11/7/86

DOE USE — Audited by: _____ Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: BROWARD SHERIFF'S OFFICE - JUVENILE DETENTION

LEVELS: Grades 7-12

This is a "Youth Service Program" provided to students participating in a county Sheriff's Office residential program. It is a 24-hour supervised commitment program for juvenile offenders assigned by court order.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the objective of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - It is the objective of the program to have 100% student participation in the educational component.

Objective 2 - Each participating student will complete at least 75% of his/her assigned school work while atending classes.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation in the program are recommended and assigned by HRS through court adjudication.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are assigned by court order.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Two dayroom areas used for educational programs, one outdoor, guarded exercise facility.

- Staff Organization

  Staff is comprised of three teachers.

- General Description of Curriculum

  Students are assigned a schedule in accordance with the School Board approved standards for middle and high school students. The curriculum includes English, Mathematics, Science, Social Studies, Physical Education, Art, and Chapter I services. A G.E.D. testing component is available at this facility in addition to the above.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  12-15 students

- Special Teaching Strategies or Approaches

  Tutorial approach designed to provide specific instruction for each student's needs.

- Grades and Number of Students to Be Served

  Serves Grades 7-12. Average daily attendance at this facility is 50 students.

- Student Services Provided

  Broward Sheriff's Office provides individual and group counseling, health services and supervisory control.

- List of Implementation Sites

  Broward Sheriff's Juvenile Detention Facility.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   The teachers are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

   School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

B.S.O. employees participate in staff training programs designed to improve counseling techniques and behavior modification programs. The program includes annual CPR, First Aid, and physical constraint training.

7. EVALUATION PROCEDURES

Objective No. 1 - Student's attendance for educational services will be logged during participation in this facility.

Objective No. 2 - Student's completed classwork wikl be logged.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The B.S.O. Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational curriculum includes instruction on the completion of job applications, time cards, personal finance, income tax laws, and consumer education.

(A) District/Agency Name: Broward
(B) Program Name: BSO Juvenile
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(3) Teachers	73,989			
	200	Benefits	19,977			
	510	Supplies	1,000			
5100	100	Team Leader (Supplement)	546			
	200	Benefits	147			
5100	100	Substitutes	1,058			
	200	Benefits	286			
5100	100	(3) Teachers (32 Day)	12,579			
	200	Benefits	3,396			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	112,978			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

-230-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: COTTAGE "A", DEPENDENT CARE

LEVELS: Grades 6-12

This is a "Youth Service Program" provided to students participating in a Department of Health and Rehabilitative Services residential program. It is a 24-hour supervised short-term residential program for juvenile identified as Dependent Children in need of supervision and assigned by the court. These students are awaiting placement in a foster care home.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the objective of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - Participating students will attend class during at least 90% of their residence at Cottage "A."

Objective 2 - Each participating student will complete at least 75% of their assigned school work while attending classes.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation are identified by the Department of HRS as Dependent Children in need of supervision and requiring residential placement by court order.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are reviewed by the assigned court counselor and placed in the program by court order.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  A classroom is provided at Cottage "A." Cottage "A" also serves as the residential facility for 6-10 dependent care students awaiting foster care placement.

- Staff Organization

  Staff is comprised of one teacher.

- General Description of Curriculum

  Students are assigned a schedule in accordance with the School Board approved standards for middle and high school students. The curriculum includes English, Mathematics, Science, Social Studies, Physical Education, Art, and Chapter I service.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  6-10 students

- Special Teaching Strategies or Approaches

  Tutorial approach designed to provide specific instruction for each student's needs.

- Grades and Number of Students to Be Served

  Serves Grades 6-12 - The average daily attendance for this facility ranges from 6 to 18 students.

- Student Services Provided

  HRS staff provide individual and group counseling, health services, supervisory control, and provides for community activities. The School Board provides a school social worker to survey educational records and provide for information to the HRS staff.

- List of Implementation Sites

  One site - South Florida State Hospital
  Cottage "A"

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The teachers are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

HRS employees participate in staff training programs designed to improve counseling techniques and behavior modification programs. The program includes annual CPR, First Aid, and physical constraint training.

7. EVALUATION PROCEDURES

Objective No. 1 - Student's attendance at class will be monitored during residence in Cottage "A."

Objective No. 2 - Student's completed classwork will be logged.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The HRS Dependent Care Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational curriculum includes instruction on the completion of job applications, time cards, personal finance, income tax laws, and consumer education.

(A) District/Agency Name Broward
(B) Program Name "Cottage A" Dependent Care
(C) Effective Approval Date _____
(D) Termination Date _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number 060
(F) Program Number _____
(G) Project Number _____
(H) Total Project Dollars _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(1) Teacher	24,663			
	200	Benefits	6,659			
5100	515	Supplies	1,000			
5100	100	Substitute	353			
	200	Benefits	95			
5100	100	(1) Teacher (32 Day)	4,193			
	200	Benefits	1,132			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	38,595			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: James P. Drahmin
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: DISTRICT 10 - REGIONAL JUVENILE DETENTION CENTER

LEVELS: Grades 7-12

This is a "Youth Service Program" provided to students participating in a Department of Health and Rehabilitative Services residential program. It is a 24-hour supervised commitment program for juvenile offenders assigned by court order.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the objective of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - Each participating student will attend class during at least 90% of their residence in this program.

Objective 2 - Each participating student will complete at least 75% of their assigned school works while attending classes.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation in the program are recommended and assigned by HRS through court adjudication.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are assigned by court order.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

Four academic classrooms, one outdoor physical education area, one cafetorium, and four day rooms.

- Staff Organization

  Staff is comprised of ten teachers.

- General Description of Curriculum

  Students are assigned a full-time schedule in accordance with the School Board approved standards for middle and high school students. The curriculum includes English, Mathematics, Science, Social Studies, Physical Education, Art, and Chapter I service.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  13 students

- Special Teaching Strategies or Approaches

  Tutoring for individual educational needs, as well as group instruction in some situations.

- Grades and Number of Students to Be Served

  Serves grades 7-12 -- The average daily attendance at the Detention Center is 125 students.

- Student Services Provided

  HRS staff provide individual and group counseling, health services and supervisory control.

- List of Implementation Sites

  District 10 - Regional Detention Center.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

   The faculty and staff are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

   School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

HRS employees participate in staff training programs designed to improve counseling techniques and behavior modification programs. The program includes annual CPR, First Aid, and physical constraint training.

7. EVALUATION PROCEDURES

Objective No. 1 - Student's attendance at class will be monitored during residence at the Detention Center.

Objective No. 2 - Student's completed classwork will be logged.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The Halfway House Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational curriculum includes instruction on the completion of job applications, time cards, personal finance, income tax laws, and consumer education.

(A) District/Agency Name: Broward
(B) Program Name: Regional Detention Center
(C) Effective Approval Date: _____
(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT
☒ Budget ☐ Interim Report ☐ Final Report
(Instructions on Reverse)

(E) District/Agency Number: 060
(F) Program Number: _____
(G) Project Number: _____
(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(10)Teachers	246,710			
	200	Benefits	66,612			
5100	500	Supplies	3,000			
5100	100	Team Leader (Supplement)	546			
	200	Benefits	147			
5100	100	Substitutes	3,502			
	200	Benefits	946			
5100	100	(10) Teachers (32 Day)	41,929			
	200	Benefits	11,321			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	374,713			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399 Exp. 06/30/87
Report Number _____ Page 1 of 1
Certified Correct: Thomas P. Gonzalez
Finance Officer or Authorized Representative
Date 11/7/86

DOE USE
Audited by: _____
Date: / /

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: FLORIDA OCEAN SCIENCES INSTITUTE

LEVELS: Grades 7-12

This is a "Youth Service Program" provided to students participating in a Department of Health and Rehabilitative Services day service program. The School Board of Broward County contract with F.O.S.I., a private, non-profit agency, for the provision of educational serices to clients of the HRS.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the design of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - Each student will achieve at least a 1.5 grade point average during their participation at F.O.S.I.

Objective 2 - Each student will achieve at least 95% attendance record during involvement in this program.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation in the program are recommended and assigned by HRS through court adjudication.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are reviewed by the assigned court counselor and placed F.O.S.I. for placement with subsequent court assignment when appropriate.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  Two academic classrooms, one outdoor recreational facility, one science laboratory, and one shop area.

- Staff Organization

  Staff is comprised of four full-time teachers.

- General Description of Curriculum

  Students are assigned a schedule in accordance with the School Board approved standards for high school students. The curriculum includes English, Mathematics, Science, Social Studies, Varying Exceptionalities for ESE, Marine Mechanics, Seamanship, and Physical Education. In addition, students are able to take the G.E.D. test.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  10 students

- Special Teaching Strategies or Approaches

  Tutoring for specific needs in addition to class instructional activities.

- Grades and Number of Students to Be Served

  Serves Grades 7-12. The average daily attendance is 40 students.

- Student Services Provided

  F.O.S.I. staff and H.R.S. staff provide individual and group counseling, health services, supervised training in marine sciences and activities, and conduct regular parent and community activities.

- List of Implementation Sites

  Florida Ocean Sciences Institute.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The teachers are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

F.O.S.I. employees participate in approved Marine Institute programs and allow School Board employees to participate.

7. EVALUATION PROCEDURES

Objective No. 1 - Grade point averages for each student will be monitored to determine achievement during participation in this program.

Objective No. 2 - Attendance data will be utilized to determine if participating students have been present at classes for 95% of their time in this program.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The F.O.S.I. Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational component of F.O.S.I. teaches each student employability skills in the field of Marine Sciences. The program provides hands-on and actual job experiences in boating, scuba, fishing, motor repair, boat building, building construction/maintenance, computer operations, clerical, and other related occupations.

(A) District/Agency Name: Broward

(B) Program Name: F.O.S.I.

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(4) Teachers	98,652			
	200	Benefits	26,636			
	510	Supplies	3,000			
5100	100	Team Leader (Supplement)	546			
	200	Benefits	147			
5100	100	Substitute	1,411			
	200	Benefits	381			
5100	100	(4) Teachers (32 Day)	16,771			
	200	Benefits	4,528			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	152,072			
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE — Audited by: _____ Date: / /

-242-

III. INDIVIDUAL PROGRAM DESCRIPTION

CATEGORY: YOUTH SERVICES PROGRAMS

PROGRAM TITLE: FORT LAUDERDALE TRY CENTER

LEVELS: Grades 7-12

This is a "Youth Service Program" provided to students participating in a Department of Health and Rehabilitative Services day treatment program. It is a 24-hour supervised commitment program for juvenile offenders assigned by court order.

1. GENERAL GOAL

The general goal of this youth services educational program is to help students acquire a high school diploma or its equivalent through providing a variety of basic, alternative, vocational, and exceptional education programs. It is the objective of the program to help students, through education and counseling, to become more successful in life and to resolve problems which have led to participation in the youth services program.

PROGRAM OBJECTIVES

Objective 1 - Each participating student will attend class during at least 90% of their residence in this program.

Objective 2 - Each participating student will complete at least 75% of their assigned school work while attending classes.

2. SPECIFIC STUDENT ELIGIBILITY CRITERIA

Students eligible for participation in the program are recommended and assigned by HRS through court adjudication.

3. STUDENT ADMISSIONS PROCEDURES

Adjudicated juveniles under the supervision of HRS youth services are reviewed by the assigned court counselor and placed in the program by court order.

4. PROGRAM OPERATING PROCEDURES

- Description of Facilities

  Two academic classrooms within the TRY Center, one School Board Portable located at the TRY Center site, and one outdoor recreation area.

- Staff Organization

  Staff is comprised of three teachers.

- General Description of Curriculum

  Students are assigned a schedule in accordance with the School Board approved standards for middle and high school students. The curriculum includes English, Mathematics, Science, Social Studies, Physical Education, Art, and Chapter I service.

- Number of Classes per Day

  Seven 50-minute classes.

- Projected Average Size of Classes

  10 students

- Special Teaching Strategies or Approaches

  Tutorial approach designed to provide specific instruction for each student's needs.

- Grades and Number of Students to Be Served

  Grades 7-12 - an average daily attendance of about 30 students.

- Student Services Provided

  HRS staff provide individual and group counseling, health services and supervisory control.

- List of Implementation Sites

  Fort Lauderdale TRY Center.

5. QUALIFICATIONS OF PROGRAM PERSONNEL

The faculty and staff are certified by the Department of Education and employed by the School Board under the approved administrative rules and regulations.

6. STAFF DEVELOPMENT ACTIVITIES

School Board employees participate in approved inservice activities for the development of curriculum, counseling skills, teaching and behavior management techniques, and professional skills development programs.

HRS employees participate in staff training programs designed to improve counseling techniques and behavior modification programs. The program includes annual CPR, First Aid, and physical constraint training.

7. EVALUATION PROCEDURES

Objective No. 1 - Student's attendance at class will be monitored during residence at the TRY Center.

Objective No. 2 - Student's completed classwork will be logged.

8. PROPOSED BUDGET

See attached Form FA-399.

9. PARENT, COMMUNITY, OR BUSINESS INVOLVEMENT ACTIVITIES

The Halfway House Advisory Committee and the North Point School Advisory includes parent, community, and business involvement in the following areas:

(1) Funding

(2) Volunteer services

(3) Publicity

(4) Program evaluation and review

(5) Program development

10. EMPLOYABILITY SKILLS AND CAREER AWARENESS ACTIVITIES

The educational curriculum includes instruction on the completion of job applications, time cards, personal finance, income tax laws, and consumer education, as well as school assemblies for career education speakers.

(A) District/Agency Name: Broward

(B) Program Name: Try Center

(C) Effective Approval Date: _____

(D) Termination Date: _____

FLORIDA DEPARTMENT OF EDUCATION

PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: 060

(F) Program Number: _____

(G) Project Number: _____

(H) Total Project Dollars: _____

(1) Account or Func. No.	(2) Account or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	100	(3) Teachers	73,989			
	200	Benefits	19,977			
5100	510	Supplies	1,000			
5100	100	Team Leader (Supplement)	546			
	200	Benefits	147			
5100	100	Substitutes	1,058			
	200	Benefits	286			
5100	100	(3) Teachers (32 Day)	12,579			
	200	Benefits	3,396			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	112,978			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number _____
Page 1 of 1

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/7/86

DOE USE

Audited by: _____
Date: / /

IV. APPENDIX

SECTION A - Includes brief descriptions of programs and services existing in the Broward County School System which are being utilized to provide help for "at-risk" students.

IV. APPENDIX

A. PROGRAMS

EARLY INTERVENTION PROGRAMS

THE SATURDAY SCREENING PROGRAM

The School Board of Broward County provides a Saturday Screening Program for students entering school for the first time. The program is intended to provide diagnosis and intervention of any correctable learning problems with the intention of addressing those problems as early as possible in the student's educational career. Parents accompany their children on Saturday to their local elementary school to receive the diagnostic screening services. Vision, hearing, blood pressure, urine, height, weight, and nutrition are checked in the health component of the program. Language, speech, and readiness for school are checked in the educational component. Parent counseling is provided at the end of the screening process and an interdisciplinary team of specialists does follow-up work back at school immediately following the Saturday screening.

THE PREFIRST GRADE PROGRAM

A transition grade between kindergarten and first grade is being provided as a placement option for students who have completed kindergarten but who are not fully ready for the formal first grade program with the intention of insuring a child's successful experiences in school.

Early findings of a longitudinal study show that the hypothesis that prefirst programs would increase the holding power of the school system was confirmed; delaying entrance into first grade was positively associated with peer acceptance; the establishment of prefirst programs provides some evidence that these programs tend to improve over-all school achievement.

Prefirst programs are available in all Broward County elementary schools to serve identified students.

HEAD START CHILD DEVELOPMENT PROGRAM

Head Start is a federally funded program designed to provide comprehensive developmental services primarily to low-income preschool children and their families. Children served are between the age of three to the age of compulsory school attendance.

The major objectives of the program are to:

(1) provide academic and nutritional services for all enrollees

(2) provide medical/dental screening and follow-up treatment and care for each child

(3) provide family counseling and referral services to appropriate community agencies

(4) identify, screen and provide specialized services for at least 10% of the total population enrolled who have handicapping conditions

(5) provide opportunities for parents to be involved in the planning and operation of the program

Major studies indicate that children enrolled in Head Start are less likely to be retained or assigned to exceptional education classes than low income children who did not attend an early childhood program. Children who have attended Head Start scored higher in mathematics, had a stronger self-concept; and their parents had greater expectations of their children.

Broward County Head Start, now in its twenty-first year, is funded $935,240 for the school year 1986-87. These funds are earmarked to serve 480 disadvantaged 4-year old students in 20 elementary schools throughout the county.

Approximately 560 children were placed on the waiting list last school year. This number is expected to increase as the general population increases. The major goal is to step up the efforts of program expansion by 100%.

MIGRANT EDUCATION - PREVENTION PROGRAM

Because dropout rates are traditionally high among migrant students, outreach workers are providing services to these students to motivate them to stay in school and to assist in filling in the gaps in the migrant student's education.

Migrant students in grades 6-12 are provided with tutorial assistance in the basic skills, career awareness activities, work evaluation and job placement, individual counseling and assistance with college entrance requirements.

Students identified for the program by a potential dropout profile are served by a program coordinator, one teacher, two teacher assistants, and fifteen tutors.

ACHIEVEMENT THROUGH INSTRUCTION AND MOTIVATION (A.I.M.) PROGRAM

The intent of the Achievement through Instruction and Motivation (A.I.M.) Program is to provide identified primary students exhibiting learning deficits with enhanced achievement opportunities in order to overcome serious academic deficiencies. The program seeks alternative means of providing success for these students through the use of special instructional strategies, emphasis on the basic skills, and provision for individual student learning styles.

Six district elementary schools have A.I.M. second grade classrooms for low achievers in which the student/teacher ratio is 15:1.

An important component of the program is to provide ongoing inservice training for all involved teachers to stress the implementation of previously identified effective instructional strategies.

CHAPTER I PROGRAMS

Chapter I of the Educational Consolidation and Improvement Act (ECIA), provides federal funds to meet the special educational needs of students in schools with a high concentration of low-income families. Programs and projects funded by this grant are innovative and focused on meeting the basic skill needs of educationally disadvantaged children.

The current project is designed to provide remedial instruction to eligible students in reading, grades 1-8; mathematics, grade 2-8; and language arts, grades 6-8 in the public and nonpublic schools. More than 18,000 students are being served in reading, mathematics, and language arts.

In the elementary and nonpublic schools, the Chapter I teachers consult with the classroom teachers to develop a coordinated, individualized educational plan for each student. Chapter I personnel may provide supplementary instruction in a special Chapter I reading and mathematics center or within the regular classroom setting. The instructional program for middle schools is designed to enable students to receive basic skills instruction in reduced size classes. Eligible students in neglected or delinquent institutions also receive remedial reading and/or mathematics instruction. Besides providing instruction, Chapter I funds are used to purchase supplementary teaching materials and equipment for Chapter I students.

Parent involvement continues to be an important part of the program. Recently a Parent Involvement Center was established at the ECIA, Chapter I Administrative Complex. Parents are encouraged to bring their children and attend workshops designed to help parents assist their children with establishing good study habits and improving their reading and mathematics skills.

COMPENSATORY EDUCATION

The goal of compensatory education classes is to provide individualized instruction to students who are at-risk academically as measured by a score of 17 percentile or below on a standardized achievement test in the areas of reading language, and/or mathematics. One-on-one attention in a laboratory setting is offered to participating students in order to remediate specific skill deficits.

Students receive instruction at their own instructional levels with materials selected to meet the requirements of the district's Minimum Basic Skills guidelines.

Through increased student-teacher interaction and a program tailored to meet individual student needs, an effort is made to improve skill levels in order to return students to the regular education program.

Compensatory education classes are operational at the elementary, middle, and high school levels.

EXCEPTIONAL STUDENT EDUCATION

The development of exceptional student education offers a full array of programs and services to students identified as handicapped or gifted. All programs are administered in accordance with Federal and State mandates and designed to meet students' individual learning needs. A variety of program delivery systems is available in each Broward County school.

The major objectives of the program are:

- Provide every exceptional student with an appropriate Individual Educational Plan (IEP).
- Offer every exceptional student those services which are available to every other student.
- Provide placement alternatives which enable students to be educated in the least restrictive environment.
- Encourage the participation of parents in the educational process.
- Ensure that every exceptional student and family are given the right to due process and equal protection under the law.

Specific programs offered to exceptional students are as follows:

- Emotionally handicapped
- Gifted
- Hearing Impaired
- Learning Disabled
- Mentally Handicapped
- Physically Impaired
- Speech/Language Impaired

HOSPITAL/HOMEBOUND INSTRUCTIONAL SERVICES

The School Board of Broward County provides instructional services to students who are hospitalized or homebound with the intent of maintaining the continuity of a child's educational program during periods of illness or restricted physical activity.

Identified students who meet eligibility criteria are served by certified teachers who work cooperatively with the student's home school teachers to provide individualized instruction and to monitor student progress. Hospitalized/Homebound program teachers provide support and encouragement to participating students and assist in the transition back to the home school program.

Any student who has a medically diagnosed physical or mental condition which confines him to home or hospital and whose activities are restricted for an extended period of time is eligible.

Because extended absences from school contribute to a student's discouragement and desire to drop out, the continuity of instruction provide by the Hospitalized/Homebound Instructional Program is an important factor in the district's dropout prevention efforts.

MAGNET SCHOOL PROGRAMS

Magnet School Programs were originally developed as an integration measure to attract majority students to minority schools. The programs are based on interest areas and are able to attract and hold "at-risk" students who have an interest in the "theme" of the Magnet Programs. These programs include Academy of Finance, Performing Arts, Science and Engineering, Science and Computers, Foreign Language and Humanities, Radio Station, Elementary Music, Art, and Science, and the Reserve Officer Training Corps (Air Force, Army).

COOPERATIVE EDUCATION PROGRAMS

Cooperative Education Programs at the middle and high school levels provide monitored work experience type programs for qualified students. Students spend a portion of their day in basic academic classes and part of their day working on the job in a community business. Students are thus able to earn money to help support the financial needs of their families and themselves while continuing to work toward a high school diploma.

VOLUNTEER PROGRAMS

More than 7,000 involved supporters of education volunteer their time to work with students in the Broward County schools. The focus of this involvement is to provide increased one-on-one attention to students who are at-risk academically, to provide friendly, trained listeners to help students with problems of individual adjustment, and to encourage students to reach their full potential within the educational setting.

Classroom Volunteers - The largest percentage of school volunteers work in classrooms helping individuals or small groups of students in remediation, reinforcement, or enrichment of their classroom instruction.

Listen to the Children Program - This is cosponsored by the Mental Health Association involves volunteer counselors who meet weekly with individual elementary school students who have problems with interpersonal relationships. Many of these children with the aid of their Listeners learn to cope with home problems, relate better to their classmates, and channel their emotions in a more positive direction.

Senior Mentors for Creative Students - This program provides a creative link between the generations by matching outstanding senior citizens with bright students who share a mutual interest. This enables the participating students to explore, create, or develop an idea or interest outside the regular school curriculum. These pairs (one senior citizen and one student) meet for two hours a week for at least ten weeks to work on their own special projects. Examples or projects are a mini-toastmasters workshop of effective public speaking, creative photography, aerospace engineering design, and the development of art portfolios.

ADOPT-A-STUDENT PROGRAM

The general goal of the Adopt-a-Student Program is to provide one-on-one attention with an interested adult to elementary students considered to be at-risk as evidenced by a negative attitude toward school, poor attendance habits, or low self-esteem.

Volunteer school staff members are paired with students who have been identified by classroom teachers as in need of some individual attention. The adults develop a relationship with "adopted" students by sharing lunches, looking at the students' work, seeing the students on a regular basis throughout the school year, and in general, doing whatever they can to encourage the children.

In knowing that at least one adult at school is taking a special interest in them, students participating in the program develop a sense of belonging within the school setting.

PROJECT H.E.L.P. (HEALTHY EXPERIENCES LEADING TO PREVENTION)

The intent of Project H.E.L.P. (Healthy Experiences Leading to Prevention) is to provide additional one-on-one teacher contact time with at-risk students in the high schools for the purpose of encouraging positive achievements and improved school attendance. Project H.E.L.P. is based on the belief that one concerned school staff member can make the difference between a student's graduating or dropping out, passing or failing, becoming a productive member of society or becoming a burden on society.

Students are identified for participation in the program based on the following list of characteristics:

(a) a record of poor achievement
(b) poor attendance
(c) a record of discipline problems
(d) a history of school/family problems
(e) an identified exceptionality
(f) low achievement test scores

Volunteer school staff members who are paired with identified students meet with the students regularly to provide these services:

(a) advice and encouragement as needed
(b) information about school policies and graduation requirements
(c) a review of the student's cumulative record, including achievement test scores
(d) assistance with school work
(e) periodic discussion of student's grades, attendance, and conduct
(f) encouragement for student to become involved in extracurricular activities.

The volunteer staff member also monitors student attendance and contacts the home when necessary to determine reasons for absences.

Participation is completely voluntary, and parent consent is required.

MODEL SCHOOL ADJUSTMENT PROGRAM (MSAP)

Driftwood Middle School's Model School Adjustment Program (MSAP) is funded through Model School Adjustment Program monies made available through Progress in Middle Childhood Education (PRIME) legislation.

The Model School Adjustment (MSAP) is a prevention program designed to identify students considered "at risk" academically and/or behaviorally. Through a training program to teach effective parenting skills, group counseling to teach learning strategies, and peer counseling to provide tutoring and appropriate role models, the program provides the student and parents with an environment which will lead to positive behavior changes and increased academic involvement. Positive self-image, behavior modification techniques, study skills, and basic skills are stressed. The program combines peer tutoring, parent education, group and individual counseling, to meet student needs.

Every child in the program has been referred because he or she qualifies as "high-risk" for failure. Each child has individual needs which must be met in order to change his "at-risk" behavior. Most common behaviors are truancy, classroom disruption, underachieving, and disinterest. Poor self-concept is the quality shared by all of the participants.

The program provides a total child approach in delivery of services encompassing all the major components of a child's life: Parents, peers, learning strategies, and social skills.

The staff consists of a program coordinator (who also serves as the classroom teacher for academic tutoring), a family counselor, and a secretary. Thirty peer tutors provide individual tutoring for each child.

To date the program has served 85 sixth graders. The students ranged in age from 11 to 15. MSAP serves 30 new students per semester, as well as providing follow-up services to those students who have exited the program.

PEER COUNSELING PROGRAM

The Peer Counseling Program, implemented at all district high schools and middle schools, addresses the problems of at-risk students in two ways. Through their participation in the peer counselor training program selected students develop a healthier understanding of self, relationships, and human interactions. Studying a curriculum including communications skills, effective decision-making, and basic psychology enables participating students to develop life-long skills, relevant to real-world problems.

The Peer Counseling Program also serves at-risk students by extending the range of guidance services available at a school. Trained peer counselors are available to students who are experiencing problems within the school setting or at home. Peer counselors in most schools also offer tutoring services to students who need extra help.

By personalizing the school atmosphere, Peer Counseling Programs address the alienation which is an underlying cause of students dropping out.

FAMILY COUNSELING CENTERS

There are three family counseling centers supported by funding through state and local agencies within the district. Family counseling centers function in coordination with the existing student services offered within the school setting to provide additional support for troubled students, potential dropouts, and parents. Counselors and secretarial staff are housed within easily accessible areas of the host school campus. The location makes it possible for the staff to coordinate and work personally with the guidance counselors, peer counselors, administrators, and itinerant student services personnel servicing a school.

The goal of the family counseling program is to provide counseling and referral services to dysfunctional students and their families and to provide consulting services to other professionals working with dysfunctional youth. Included in the services provided by family counselors are:

- parenting groups
- individual and group counseling
- family counseling
- crisis intervention
- classroom presentations
- seminars for other professionals
- community outreach and involvement

Counselors working in the program maintain evening hours. No fees are charged.

SUBSTANCE ABUSE COUNSELOR

The Substance Abuse Counselor (S.A.C.) is a licensed professional counselor operating within the district Department of Prevention Programs - Alcohol and Drug Abuse. Responsible for implementing the School Board's suspension and expulsion policy in substance-involved proceedings, the Substance Abuse Counselor provides prompt screening and assessment of each student who is in violation of board policy concerning possession or use of alcohol and/or drugs. The S.A.C. then makes appropriate recommendations to school-based administrators and to parents based upon the severity of the substance abuse problem. Offenders are referred to school or community-based agencies which have been screened by the S.A.C. for treatment and/or outpatient counseling.

The goal of the program is to allow students with substance abuse problems to continue their education with as little disruption as possible.

If a student is placed in a treatment center, that agency informs the S.A.C. and the suspending school of the student's progress. Upon return to the home school program, the student is referred to the school's peer counseling coordinator who provides support services during the transitional period.

SCHOOL RESOURCE OFFICER PROGRAMS

The School Resource Officer Program is a pilot project jointly sponsored by the School System, the Broward Sheriff's Office, and the Broward County Commission. The program has placed full-time officers in eight middle schools and one high school for safety and security, education regarding the law and legal system, and counseling of students. There are significant benefits being derived from this program as students are viewing the presence of the officers in the school as a positive experience.

PARENT EDUCATION PROGRAM

The goal of parent education programs offered through the district's community schools and family counseling centers is to reach parents during the formative years of their children's lives in order to impact the increasing trend toward dysfunctional behavior in the prehigh school years. Parent education programs provide information and support to families in need of specific skills and techniques with an emphasis on family dynamics, communications skills, and discipline. The specific issues of substance abuse, adolescent sexuality, depression, and alienation are also addressed.

The basic premise of parent education programs is that by lessening the deleterious effect of parent-child problems, we are increasing the likelihood of a student's successful experience in school.

ME-OLOGY

Me-ology is a voluntary drug prevention education program designed for the elementary level. This prevention program is utilized with students in the fifth grade and gives the students permission to say "no," to be different, and to have custody of themselves. Me-ology gives them information and emotional ammunition for their fight against peer pressure. The program design is to help students strengthen their self-esteem. Research shows that students who feel good about themselves do not abuse their bodies. We teach that it is "cool" to be healthy rather than abuse one's body.

The seventeen-week course includes five weeks of self-awareness, communication skills, and decision-making skills. Twelve weeks deal with substance abuse, i.e., alcohol, drugs, tobacco, and legal aspects.

EXTRACURRICULAR ACTIVITIES

Chapters of Students Against Drunk Driving (S.A.D.D.) for students in grades 9-12, Junior S.A.D.D. for students in grade 6-8, and Just Say No Clubs for students in grades 4-5 are active in various schools throughout the district.

The over-all goal of these extracurricular organizations is to foster responsible decision-making among youth in grades 4-12 concerning substance abuse. These groups provide a strong rallying point that demonstrates the power of positive peer pressure and healthy alternatives to negative behaviors.

Students who are involved in these organizations have shown a definite improvement in their attitudes toward the total school program and a high level of involvement in community service type activities. This translates to students moving from "high-risk" and "at-risk" to low probability of dropout or substance abusing behaviors.

SKILLS FOR ADOLESCENCE PROGRAM

The Skills for Adolescence Program is designed to help our young people learn how to deal with the challenges of our complex society by offering positive growth experiences and teaching specific coping skills.

The heart of the program is a course for grades 6-8 that can be offered in conjunction with classes in language arts, social studies, health, and related content areas. The course focuses on seven units, each with its own distinct theme:

(1) Entering the Teen Years: The Challenge Ahead

(2) Building Self-Confidence through Communication

(3) Learning about Emotions: Developing Competence in Self-Assessment and Self-Discipline

(4) Friends - Improving Peer Relationships

(5) Strengthening Family Relationships

(6) Developing Critical Thinking Skills for Decision-Making

(7) Setting Goals for Healthy Living

Skills for Adolescence does not rely exclusively on manuals, books, and other materials to ensure successful implementation. These are basic resources, but in addition, the program creates a school-community team for support and assistance. Also teacher inservices are provided for the school staff who will offer the program on-site. In short, Skills for Adolescence offers a comprehensive approach to improving the health and well-being of young adolescents through a multifaceted school program and extensive parent involvement.

TEACHERS AS ADVISORS PROGRAM (T.A.P.)

The goals of T.A.P. are to personalize the environment of large high schools, to foster in students a stronger sense of identification with the school, and to utilize a holistic approach in the delivery of student services.

Each instructional staff member in participating schools is randomly assigned approximately 20 students to work with in an advisor capacity for the duration of the students' enrollment at the school. These advisory groups meet daily for 20-30 minutes.

Teacher-advisors are responsible for the following tasks:

- making regular contact with parents to review academic and social/behavioral progress
- keeping students informed about school and district policies
- informing students of graduation requirements
- reviewing the purpose and use of standardized testing
- providing extra help with areas of academic deficiency
- acting as an advocate for the group of advisees within the bureaucracy of a large high school

The Teachers as Advisors Program insures that at least one adult within the school will form a relationship with each student and will "be there" to help meet individual student needs.

EXTRA HOURS FOR COUNSELORS

The requirements of this outreach program are that a certified counselor at every district high school be available to students and parents one hour per day beyond regular school hours every day that school is in session.

The purpose of this program is to improve the delivery of student services to a school population. Involved counselors:

- provide individual and group counseling sessions in the evening for students and parents
- conference with parents and students concerning academic achievement, behavioral/social progress, educational plans, and career choices.
- conduct evening meetings for parent and student groups to address issues of college application and entrance, educational financial aid, parent-child communications, vocational education, and job placement opportunities
- maintain evening office hours to accommodate "drop-ins"

The intent of these activities is to more effectively reach out to students and parents with special needs and to facilitate contact between the home and the school.

HOMEWORK HOTLINE

The Homework Hotline Program provides homework assistance to Broward County parents and students by way of a telephone communication network. The calls for homework assistance (581-5377) are answered by a team of certified instructors who staff the Hotline four nights a week from 5:00 to 8:00 p.m.

During the 1985-86 school year, the Hotline received 8,746 requests for assistance.

SCHOOL-BASED HOMEWORK ASSISTANCE PROGRAM

Homework Assistance Centers are centers where students may come after school without an appointment to get help with their school work or to prepare for special projects or examinations.

The Homework Assistance Centers are staffed by certified classroom teachers who provide one-on-one homework assistance free of charge to any Broward elementary or middle school student.

The ten centers are located throughout the school district. Students may go to any Homework Assistance Center for individual help with homework for two hours after school.

During the 1985-86 school year Homework Assistance Centers provided extra help to 2,939 students.

PARTNERS IN EXCELLENCE

Partners in Excellence is an adopt-a-school program sponsored jointly by the Junior League of Fort Lauderdale, the Fort Lauderdale/Broward County Chamber of Commerce, and the Broward County School Board. The program seeks to meet the need for increased community involvement in our schools by matching businesses with schools to create partnerships for excellence. Each partnership is based on careful analysis of the assets of the business and the needs of the school, including the specific needs of at-risk students, and relies on the use of volunteers to enrich the programs and experiences available to students and teachers.

Participating businesses are encouraged to use their creative abilities to develop individualized programs suited to their specific businesses and the needs of their adopted schools. Businesses have provided skilled volunteers who:

- provide assistance in the classroom and on special projects
- present classroom demonstrations on practical subjects such as job-seeking skills
- share expertise with teachers and administrators
- provide opportunities for career shadowing
- advise on curriculum and new trends in a given field
- provide job placement and internships
- conduct tours of their places of business
- work one-to-one with students in the dual role of tutors and role models

Participating companies share their material and human resources, sponsor field trips, and serve on school advisory boards. In short, they become partners in the educational development of our youth.

TELE-ROBOT SYSTEM

The Tele-Robot is a unique communications tool which has been used in Broward County since the spring of 1983. During the 1983-84 school year all high schools and middle schools had systems installed (35).

The objectives of the Tele-Robot are twofold:

(1) To disseminate information of upcoming meetings or events

(2) To provide information to parents about student problems

The majority of schools utilize the system for notifying parents of daily absences. Other messages can be relayed pertaining to the following:

- Overdue books
- Honor students
- Lack of immunization
- N grades
- Internal suspension
- External suspension
- Lunch money
- Non-graduate
- Physical Education
- Notification of meeting
- Detentions
- No Shows
- ESE information

As for the most significant time of usage, the system is used by schools primarily during evening hours with a spread of 15-500 calls per evening.

Nearly all schools using the Tele-Robot report a decrease in administrative/teacher time spent in calling parents.

PEFORMANCE IMPROVEMENT PROGRAM (PIP)

This program will involve the planning and implementation of a comprehensive program for the academic and social behavior improvement of identified schools (flagged schools) and students. This effort will involve the input of the Performance Improvement Program Advisory Committee consisting of school, parent, and community representatives.

A strong effort to involve appropriate resources of the school district in directing a specific set of strategies toward system improvement will be undertaken. The position of coordinator has been approved to serve as the catalyst and focal point of this endeavor. The program, by its nature, will involve a close working relationship in objectives and strategies to the objectives and strategies of the Dropout Prevention effort.

SECTION B - Includes the recommendations of the Broward County Dropout Prevention Task Force.

SUBCOMMITTEE: DROPOUT RETRIEVAL ACTIVITIES

Chairperson: Eugene Harrison, Acting Coordinator, Dropout Prevention Program, Migrant Education

RECOMMENDATIONS

I. Identify and Recruit Dropouts

(a) Establish data collection procedure

(b) Need tracking system to identify dropouts

II. Provide Incentive Type Programs or Services

(a) Vocational training

(b) On-the-job training/Work Experience

(c) Voluntary participation

(d) Provide transportation

(e) Provide child care services

III. Provide Dropout Hotline

(a) Student Services availability/contact person

(b) Provide more Family Counseling Centers

— Educational Counseling
— Psychological Counseling
— Personal Counseling

IV. Visibility through Outreach Programs

(a) Home visits

(b) Follow-up

(c) Video (short)

V. Utilize Media

(a) TV

(b) Radio

(c) Newsletter

(d) Church

(e) Community store fronts

SUBCOMMITTEE: EDUCATIONAL ALTERNATIVE PROGRAMS

Chairperson: Frank C. Campana, Principal, Driftwood Middle School

RECOMMENDATIONS

I. Improved Coordination of Services

(a) Networking of existing services

(b) Community agencies

(c) Business community

(d) Volunteer services

II. Identification of Population

(a) Early identification

(b) Monitoring of population, K-12

(c) Development of effective process for identification

III. Staff and Parent Training

(a) Retrain personnel to advise/counsel/identify students who are potential dropouts

(b) Positive school climate

(c) Parent effectiveness/techniques

(d) Alternative strategies and techniques - individualizing

IV. Support for Services

(a) Financial commitment for additional personnel
(1) clerical
(2) counseling
(3) teachers

(b) Financial commitment for programs

(c) School Board commitment to programs

V. Flexibility in Programming

(a) Flexibility at building level based on needs

(b) Flexibility within required curriculum/pupil progression plan/diploma options

(c) Career/vocational programs

(d) Involvement with business community

(e) Present students with all options

(f) Alternative assessment strategies

SUBCOMMITTEE: TEENAGE PARENT PROGRAMS

Chairperson: Carol A. Smith, Director, School Social Work and Attendance

RECOMMENDATIONS

I. Through a cooperative effort between the school system and community agencies, develop methods for identifying and locating pregnant students and teen mothers not presently served.

II. Place Cyesis Programs with child care component in the Northeast and Central areas. Provide appropriate transportation services for teen mothers to same degree other students are provided services.

III. Develop appropriate inservice program for administrators, counselors (guidance, social workers, peers, etc.) and others which will help them understand the needs of the pregnant students and teen mothers.

IV. Expand counseling and follow up to include peer counseling for teenage males and females, as well as school-based comprehensive health counseling and community-based services.

V. Identify and develop appropriate preventive services for elementary, middle, and high school high-risk students, such as: effective sex education, career counseling, and parent education.

VI. Provide differentiated diplomas to encourage school graduation and create more nontraditional educational opportunities for students.

VII. Change compulsory education legislative statutes to remove child care exemption.

VIII. Expand and facilitate the services for students requiring the homebound program.

SUBCOMMITTEE: SUBSTANCE ABUSE PROGRAMS

Chairperson: Robert Holsaple, Prevention, Alcohol and Drug Abuse

RECOMMENDATIONS

I. Add at least three additional family counseling centers to each administrative district and add at least two additional substance abuse family counselors to the Prevention Programs Office.

II. Utilize the Summer Institute funding to continue training of crisis intervention specialists and substance abuse specialists, with the goal of having three trained team members for each secondary school in Broward County.

III. Provide support group type programs for students who are reentering the school system from treatment, detention, or who are long-term dropouts.

IV. Reexamine the role of middle school peer counseling coordinator or seriously consider reinstating the seventh period at the middle school level to facilitate expanded prevention programs.

V. Require Me-ology programs and "Just Say No" Clubs in all elementary schools and inservice elementary administrators in prevention program practices.

ADDITIONAL COMMENTS

I. Explore the "community service" requirements for graduation, similar to the Atlanta (Fulton County schools) forty-hour program.

II. Restore interest in service club activities during school time - lobby the legislature to reexamine this issue.

III. Expand prevention programs to elementary schools.

CHANGES NEEDED IN SCHOOL BOARD POLICY

I. Give authority/final approval for referrals and placements to the Office of Prevention Programs (person doing the evaluations).

II. Hire more (two-three) family counselors to institute policy.

III. Make it mandatory that <u>all</u> schools contact and utilize the substance abuse counselor to evaluate and refer <u>all</u> students who are suspended for drug and alcohol related offenses.

IV. Hearings on second offenses should be held within two weeks in order to facilitate intervention.

V. Copies of suspension letter to be sent to Office of Prevention Programs at time of suspension.

VI. Mandatory follow-up by substance abuse counselor and peer counseling coordinator following termination of counseling (see steps of intervention). These steps should be published and included in the Policy.

SUBCOMMITTEE: DISCIPLINARY ALTERNATIVES PROGRAMS

Chairperson: Marlene A. Leopold, Principal, South Area Alternative School

RECOMMENDATIONS

I. That a District-wide support and coordination staff be established to offer assistance, monitor needs, coordinate data collection, and structure the evaluative process for the Comprehensive Dropout Prevention Act.

II. That program designs be developed in accordance with District and State guidelines. These designs should include eligibility and exit criteria, placement procedures, goals, evaluation process, and the flexibility to meet the needs of varying student, school, and community populations.

III. That an appropriate broad-based K-12 continuum of program delivery be provided to students exhibiting disruptive behavior.

IV. That a staff development program will be available through Human Resource Development (HRD) for delivery at the school level for all employees to identify and prevent potential dropouts. A Comprehensive Staff Development Program will be available for employees who deal directly with highly disruptive students.

V. That a study be conducted to determine if school-within-a-school setting or center setting is more appropriate to meet the needs of the severely disruptive student.

SUBCOMMITTEE: YOUTH SERVICES PROGRAMS

Chairperson: Judy Peck, Community Services Council of Broward County, Inc.

RECOMMENDATIONS

I. SCHOOL

- Integrate daily living skills, problem-solving, community values, social skills, parenting, goal orientation, and responsible self-management into school curriculum where appropriate.

- Develop means to reward the talents, skills, and interests of each student.

- Provide a permanent home school site for students who frequently relocate (i.e., foster care children).

- Development reentry options into the public school system.

II. BUSINESS

- Enhance cooperative relationships with business (public and private).

- Offer relevant training in the workplace.

- Ask business to develop incentives for student employees to continue their education (i.e., higher pay for enrolled students or graduates).

III. PARENTS

- Develop parent support groups and parent volunteer groups at community and school sites/noninvolved parents/parent surrogates.

IV. SCHOOL/COMMUNITY

- Develop an integrated system for early identification of "high risk" children at the school, HRS, judicial, or at whatever point the child first interacts with services.

- Develop a joint effort for comprehensive appropriate support services and case management.

- To support an integrated effort of service delivery, develop a system of data collection that could be automated and would allow for a central case file.

- Facilitate meetings, seminars, conferences, and workshops to improve working relationships between school/community.

- Offer training for ALL parents before behavior management problems become apparent.

V. The Youth Services Subcommittee feels strongly that a mechanism for early identification and coordination of services needs to be established. This mechanism would allow for improved coordination of services between school/community, nonduplication of services, consistency in educational plans, development of effective Individualized Educational Plans (IEP's), identification of unmet needs and increased stability in the student's life.